

Year 3/4 Curriculum Summer Term 2023

Dear Parents,

We hope you have all had an enjoyable and relaxing Easter break. We are very much looking forward to this summer term with the children as we embark on our next theme.

This leaflet outlines the learning the children will be undertaking over the next six weeks. The second page shows some useful websites and books the children may want to explore to support them in their learning about the earth's natural disasters.

We very much look forward to working with you all again this term.

Kind regards,

The Year 3/4 team

Key vocabulary for the upcoming theme:

Earthquake volcano tsunami magma crater

fault eruption tectonic plates crust

extinct dormant equator hemisphere



Theme:

Our theme for this half term will continue to be **Tremors** and it will focus on the following:

Geography: Are earthquakes or volcanoes more dangerous to humans?

We will develop the children's understanding of the structure of the earth and explore how volcanoes erupt and why earthquakes happen. We will also look at the location of the majority of the world's volcanoes and earthquake zones and this will develop our mapping and atlas skills. We will use photographs to help us decide the impact on humans when these natural disasters occur.

English:

We will use a book called **The Firework Maker's Daughter** by Philip Pullman to drive our writing. We will develop our narrative skills by recounting parts of her quest and write our own chapters for the books. We will consider whether the story has the features of a myth or a fairy-tale. We will apply our geographical knowledge to write explanations on how volcanoes or earthquakes occur.

Computing: We will be using Scratch to create our own maze game. We will be working on changing or designing our own background, writing instructions (algorithms) to move sprites and beginning to 'debug' (recognise errors) within a script.

Science: We will be learning all about sound. We will look at how sounds are made through vibrations, understand how vibrations through sounds travel into the medium of the ear and understand the terms pitch, volume and how they are linked to sound. We will also observe how distance effect the volume of the sound.

Art: The children will explore how different artists have created volcanoes in art throughout history and express their preferences. They will then design and produce their own collage choosing, cutting, arranging, overlapping (foreground and background) and applying materials focussing on colour, shape, texture and pattern. We will encourage them to experiment with materials to achieve new textures and colours.

Key notices:

- Please ensure children bring their planners in to school every day. These will be checked at least once a week by the class teacher.
- Y3 library day is Tuesday, Y4 library day is Wednesday.
- PE days are: Y3 Tuesday and Wednesday, Y4 Wednesday and Thursday.
- Please make sure your child's PE kit is labelled and in school every day. If your child cannot undertake PE for any reason, they should bring a note explaining why. If your child cannot undertake PE for any reason, they should bring a note explaining why.
- As the weather becomes warmer, it is important that the children have a water bottle with them in school and possible a hat and their own sun

Home learning reminder

The children should be heard reading at home at least three times a week and this needs to be logged in their planner.

The children should complete five sessions on Times Tables Rockstars per week, this should also be logged in their planner.

Spellings are sent home on Tuesday to practise and tested the following Monday.

Planners are checked by the child's class teacher every Monday, please make sure the planner has a parent signature. Thank you!

Year 3/4 Support at home

Below are some ideas of what you can do with your child over the next half term to support the learning at school:

Practise:

-Spelling tests will take place every Monday. Please support your child by discussing the current week's spelling rules with them and the spellings they are learning. In the back of their planners is a list of words they should be able to spell in KS2 (page 110 and 111).

-Please aim for five sessions on TT Rockstars per week.

Talk and explore:

Here are some example questions to generate discussion about what we will be doing at school.

- What is a rhetorical question? Can you come up with an example?
- Why is stewardship important?
- How do volcanoes erupt?
- What is an algorithm? Give me an example of one.
- What techniques are used in a collage?

Play:

- Make an eruption of your own- try Coca Cola and mentos.
- Explore Scratch at home.
- Create a collage!
- Spot volcanoes on maps.
- Explore sound waves on Music Lab.
- Explore sound waves and vibrations- put dried rice on a drum/ speaker and hit the drum/ play some music- observe what happens.

Read:

-Please continue to read with your child at home and discuss the characters and the themes in their books. When reading, please make a note in their planners.

- Don't forget to read a range of fiction and non-fiction books!
- Over the half term, we will be looking at the following: Firework Maker's Daughter feel free to explore this book.

Year 3/4 Home Learning

Spelling

These will be sent home every Tuesday and tested the following Monday.

There will be between 6-8 words that follow the rule we are looking at in class.

As part of the test, we will add two further words that follow this rule plus two words from a previous week's spelling home learning.

This will help us determine if the children have retained their previous spellings and are able to apply spelling rules.

Maths

Maths home learning will be set via Seesaw on alternate Fridays with the expectation that the task will be completed by the following Wednesday.

The tasks that are will be in line with what the children have been learning that week in Maths, or they may look ahead to what we will be doing the following week.

Here are some example questions to generate discussion about what we will be doing at school. Some of these will not be covered at the beginning of the term.

- $8 \times 6 = 44$. True or false? Prove it using a written method.
- Miss Clark begins reading at 9:30am, she reads for 55 minutes. When does she finish reading?

English

English home learning will be set via Seesaw on alternate Fridays with the expectation that the task will be completed by the following Wednesday.

The tasks that are set will either link to the children's learning at school or they may be a spelling, punctuation and grammar activity or a reading task.

Here are some example questions to generate discussion about what we will be doing at school. Some of these will not be covered at the beginning of the term.

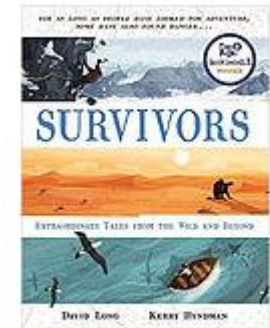
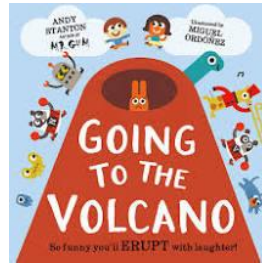
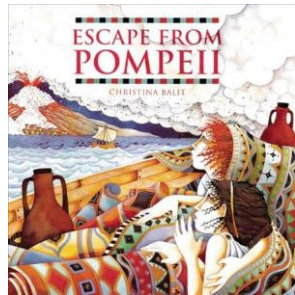
- What is alliteration? Why is it effective?
- What is a pronoun? Why should we use a variety of nouns and pronouns in our writing?

Reading

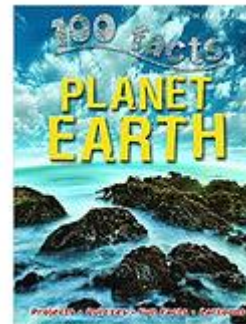
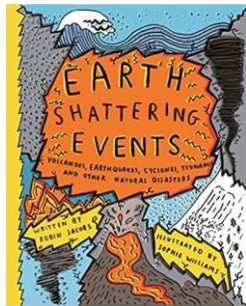
This year we are promoting a love of reading, as it underpins all of the learning we do at school.

We expect the children to be reading five times a week at home. Please can **three** of these times be to an adult and **this needs to be recorded and signed in the planner every week**. We are happy for you to read to your child, share audio books, take turns in reading pages etc. but the most important thing is to talk about what has been read.

Planners will be collected on a Monday, to look at the learning that has happened at home, and returned on Tuesday.



Possible books to explore...



Websites:

<https://www.nationalgeographic.com/environment/article/volcanoes>

<http://www.bbc.co.uk/earth/tags/volcano>

<https://www.youtube.com/watch?v=64FxBgv0n2o>

<https://www.youtube.com/watch?v=ojhJD7NoTzA>

<http://ds.iris.edu/seismon/index.phtml>

<https://www.nhm.ac.uk/visit/galleries-and-museum-map/volcanoes-and-earthquakes.html>