



## THEMATIC OVERVIEW

Year Group(s): Year 3/4

Term and Duration: Summer 2 2024

Theme: Europe

Hook In: Science Fiction Stories

Celebration: Magna Trip - Summer 2

### English Objectives

#### Writing

All focus writing tasks will link to our creative writing topics, starting with science fiction stories. The children will write a narrative, with opportunities to develop their planning, editing and redrafting skills through this unit of work.

#### Grammar

- Full stops, capital letters & ? !
- Commas for subordination
- Adverbs
- Fronted Adverbials
- Simple and Compound Sentences
- Expanded noun phrases

#### Reading

As well as reading a class book, we are using many other books and extracts from a variety of genres during Whole Class reading in order that the children are exposed to lots of new authors and text types to improve their reading skills. The children will be taught to:

- Understand the meaning of new vocabulary in texts
- Predict what might happen from details stated and implied
- Draw inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Check that the book makes sense to them, discussing understanding and exploring the meaning of words in context.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

#### Spelling:

- 'ous'
- Year 3/4 Spelling List
- Homophones
- Suffixes
- Correcting spelling errors

### Mathematics Objectives

#### Year 3

Year 3s should continue to practise their times tables, with a focus on 3s, 4s and 8s.

#### Mental Maths

- There will be revision of the written calculation methods for addition, subtraction, multiplication and division.

#### Year 4

Year 4s should continue to practise their times tables, ensuring they are progressing towards a knowledge of all multiplication facts up to  $12 \times 12$ . Please note, the national Year 4 multiplication check will take place in June.

#### Mental Maths

- There will be revision of the written calculation methods for addition, subtraction, multiplication and division.

<p><u>Year 3</u></p> <p><u>Shape</u></p> <ul style="list-style-type: none"> <li>• Identify and compare angles</li> <li>• Measure and draw angles</li> <li>• Horizontal and vertical</li> <li>• Parallel and perpendicular</li> <li>• Recognise and describe 2D shapes</li> <li>• Draw polygons</li> <li>• Recognise and describe 3D shapes</li> <li>• Make 3D shapes</li> </ul> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>• Interpret pictograms</li> <li>• Draw pictograms</li> <li>• Interpret bar charts</li> <li>• Draw bar charts</li> <li>• Collect and represent data</li> <li>• Two-way tables</li> </ul>	<p><u>Year 4</u></p> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>• Interpret charts</li> <li>• Comparison, sum and difference</li> <li>• Interpret line graphs</li> <li>• Draw line graphs</li> </ul> <p><u>Position and Directions</u></p> <ul style="list-style-type: none"> <li>• Describe position using coordinates</li> <li>• Plot coordinates</li> <li>• Draw 2D shapes on a grid</li> <li>• Translate on a grid</li> <li>• Describe translation on a grid</li> </ul>
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**Science Objectives**

Animals Including Humans

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

<b>Computing Objectives</b>	<b>RE Objectives</b>	<b>History/Geography Objectives</b>
<p><u>Word Processing/Google Slides</u></p> <p>Retrieves saves work independently.</p> <p>Edits the layout in software to impact on how information is structured.</p> <p>Collaborates with peers using online tools (Google Drive).</p> <p>Understands how to stores files effectively (copying, deleting, use of folders).</p> <p>Can edit the design of inserted items within software (add lines to tables, merge or edit inserted pictures).</p>	<p><u>What can we learn from religions about deciding what is right and wrong?</u></p> <ul style="list-style-type: none"> <li>• Describe what temptation is and how it can affect people's behaviour.</li> <li>• Make links between stories about temptation examples of people being tempted now.</li> <li>• Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong</li> <li>• Explain how Golden Rule can be found in the thinking of many different groups of people.</li> <li>• Give examples of how the ten commandments might show Jewish people how to live.</li> <li>• Explain that many Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and two great commandments.</li> </ul>	<p><u>Europe and Mapping Skills</u></p> <p>I know the countries that make up the EU.</p> <p>I know, can name and locate the capital cities of neighbouring European countries.</p> <p>I know the name of a number of countries in the northern hemisphere.</p> <p>I can use atlases, maps and globes.</p> <p>I can use maps of more than one scale.</p> <p>I can use models, maps, fieldwork and photographs to talk about contours showing height and slope.</p> <p>I can use 4 fig grid references.</p> <p>I can give maps a title and show their purpose.</p> <p>I can use thematic maps.</p> <p>I can make a map of a short route with features in correct places.</p> <p>I can give standard maps a key with OS symbols.</p> <p>I can use maps and aerial views</p>

<p><b>Art Objectives</b></p> <p><u>Drawing and Sketching</u> Make informed choices in drawing including selection of paper/surface and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore the relationship between colour and tone, pattern and texture, line and shape.</p>	<p><b>PE Objectives</b></p> <p><u>Cricket and Rounders</u></p> <p>Play in a game using rounders scoring system. Choose where to direct a hit from a bowled ball. Run between posts making appropriate decisions. Track and intercept the ball along the ground, sometimes collecting with one hand. Use underarm bowling action with some consistency. Play backstop role in small game situations. Hit the ball into specific zones to score points. Identify and describe some successful play. Work as a team to return balls in the field.</p> <p><u>Year 4 will be going swimming in the Summer term</u></p>
<p><b>Music Objectives</b></p> <p><u>How does music shape our way of life? Composition focus</u> Improvise on a limited range of pitches on the instrument they are now learning. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p>	<p><b>French Objectives</b></p> <p>Y3 - Time</p> <ul style="list-style-type: none"> <li>To say and order the days of the week and months of the year</li> <li>Count 11-31</li> <li>Recognise how some larger numbers are made by combining words for smaller numbers</li> <li>Identify the correct language for 'yesterday' and 'tomorrow'.</li> <li>Ask other people for their birthday</li> <li>Say today's date</li> </ul> <p>Y4 - Holidays and Hobbies</p> <ul style="list-style-type: none"> <li>Listen and respond to topic vocabulary</li> <li>Answer questions orally using the topic vocabulary</li> <li>Write an answer in a sentence using the topic vocabulary</li> <li>Present ideas and information orally to a range of audiences.</li> <li>Choose the correct preposition: en for feminine countries, au for masculine countries</li> <li>Choose whether the mode of transport needs en or à.</li> </ul>
<p><b>PSHE Objectives</b></p> <p><u>Changing Me</u></p> <p>Y3</p> <ul style="list-style-type: none"> <li>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</li> <li>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</li> <li>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</li> </ul>	<p><b>Enrichment Activities</b></p> <ul style="list-style-type: none"> <li>Year 3/4 Trip to Magna</li> </ul>

