

Working together

We work alongside Kites (Y4/Y5) and Hawks (Y5/Y6) to ensure progression and consistency between and within the year groups.

PE

Our PE sessions will be on Friday afternoons (with Miss Rasberry) and Wednesday or Thursday afternoons (with Mr Smith).

All children will require an outdoor kit of tracksuit bottoms (or similar), fleece/hoodie and trainers, and an indoor kit comprising shorts, PE top and daps.

It is helpful if your child’s PE kit is in school during the week and, if it needs washing, returned on Monday mornings.

Y4s are going to take part in a handball tournament in mid-February.

Welcome to Skylarks

We are the Y3/Y4 class taught by Miss Rasberry and supported by Mrs Chamberlain.

Y3 and Y4 share one section of the National Curriculum and this is differentiated and extended to accommodate all individuals within this class.

Skylarks class teacher values your opinions and ideas, as well as your concerns. Please catch her with brief comments in the morning or longer sessions after school. Alternatively, please ring the office to arrange an appointment.

Following ‘In the Deep Dark Woods’ (terms 1 and 2) we continue with our fun-filled year with ‘Time

Detectives’ (terms 3 and 4) and a trip to the Ashmolean in Oxford to find out about the Egyptians.

Homework

Spellings – Children will receive weekly spellings based either on the extensive Y3/Y4 spelling list (see National Curriculum) or on spelling patterns we have been working on during the week. Spellings are differentiated several ways in order for us all to make progress.

Grammar – Children in Skylarks will have weekly grammar work. This will reflect the work we have been doing in class and give the children the opportunity to practice their skills at home

Maths – Again, this will be weekly and will be based on our current unit of study

Reading – There is an expectation within this school that parents/carers listen to children read on a regular basis. We do not mind what children read provided that they do and it is recorded in their reading record/journal

Topic – There will be occasional topic-based tasks to complete at home. We hope that this will add to the enjoyment of our topic-based curriculum and further extend learning and understanding

Succeeding Together

Curriculum Notes

Spring Terms 3&4

2019

Time Detectives

Respect

Kindness

Perseverance



Art

Find out about tile making and William De Morgan

Design simple clay tiles in the style of William De Morgan

Geography (Locational knowledge – the World)

Locate World’s countries, some major cities and some key human/physical characteristics

Latitude and longitude, Equator, hemispheres, Tropics, Arctic and Antarctic Circles

ICT

Safe, respectful and responsible use of technology

Use search technologies effectively

Be discerning in evaluating digital content

History (Ancient Egypt)

Find out about the Egyptian creation story

Look at a time line and order significant events in Ancient Egypt

The role of the River Nile

Daily Life

Hieroglyphics

Pyramids, gods and goddesses, mummification

Artefacts and their role in helping us understand this ancient civilisation

D/T

Design and make a mezuzah

Design and make a model of a shadouf

Science (Sound)

Identify how sounds are made and associate them with vibration

Recognise that vibrations from sounds can travel through a medium

Make links between the pitch of a sound and features of the object that produced it, and the volume of a sound and the strength of the vibrations that produced it

Recognise that sounds get fainter as the distance from the sound increases

French

Colours and rhymes, fruit, days of the week, food and weather

English

We will be writing to inform (explanation and recount) and to entertain (story and descriptive writing)

Maths

Each term, we will cover a range of topics from the Maths curriculum. Please see ‘Parent Notes’.

Music (Exploring signals)

Recognise and explore some characteristics of signals (rhythm, patterns, pitch, duration). Invent our own patterns, begin to describe them and think how they might be used

RE (How special is the relationship Jews have with God?)

Look at some of the contracts we are familiar with (eg classroom rules)

Write a playscript about the conversation between God and Abraham

Find out about the 10 commandments. What would our commandments be?

Look at the symbolism in the jewish home and in the synagogue

Make a mezuzah and shema

What shema would we write for our classroom?

PSHE (Looking Forward)

Find out how we learn best and our learning style

Set personal goals and discuss how to overcome barriers to those goals

Find out about money

Areas of Learning