

Messingham Primary School  
a community where everyone is SPECIAL



Class Y3/4H are covering:

| Subject               | Units  |
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| Maths                 | <p><b>Place value</b>- recognising the value of digits, rounding, numbers to 1,000, comparing and ordering numbers, counting in multiples.</p> <p><b>Addition and subtraction</b>- solving problems, column method, exchanging</p> <p><b>Multiplication and division</b>- solving problems, multiplying by 10, 100 and 1000, column multiplication, times tables.</p>  |
| English skills        | <p><b>Writing to Entertain</b><br/>Text – Edward Tulane</p> <ul style="list-style-type: none"> <li>Setting descriptions</li> </ul> <p><b>Writing to Persuade</b><br/>Text – Edward Tulane</p> <ul style="list-style-type: none"> <li>Persuasive letter and speech</li> </ul> <p>GaPS – Grammar, punctuation and spelling to be taught discreetly every week.</p>   |
| History/<br>Geography | <p><b>Geography</b><br/>Locate the world’s countries using maps focus study<br/>Identify the position and significance of the Equator<br/>Earthquakes (Pangea link)</p> <p><b>History</b><br/>Stone Age to Iron Age</p>  |
| Science               | <p>We will be learning about:</p> <ul style="list-style-type: none"> <li><b>Plants and animals</b></li> </ul> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Investigate the way in which water is transported within plants.</p> <p>Experiment: explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <ul style="list-style-type: none"> <li><b>Nutrition and keeping healthy</b></li> </ul> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat- food plate</p> <p>Designing a healthy meal from our country and then another based on what they would enjoy and look at where their foods come from.</p> |

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|   | <p>Types of skeletons</p> <p>Label human skeleton</p> <p>Look at purposes of the different parts of the skeletons</p> <p>Muscles, their uses and how to look after them.</p> <p>Fun create the human activities as consolidation</p>  |
| Art/DT                                      | <p><b>DT</b></p> <p>Understanding Seasonal foods</p> <p><b>Art</b></p> <p>Colour wheel, painting emotions and moods, printing</p>   |
| Spanish                                     | <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Numbers to 50</li> <li>• Name</li> <li>• Age</li> <li>• Birthday</li> <li>• Months</li> </ul>   |
| PSHE/RE                                     | <p><b>PSHE</b></p> <p>Emotions and bullying</p> <p>Introduce shy, frustrated &amp; relaxed; selfish, jealous disappointed, miserable</p> <p>Look at ways to detach from emotions and explore ways to deal with negative emotions.</p> <p>Recognise physiological changes associated with emotions.</p> <p>Introduce term 'emotional resilience'</p> <p>Complete work on visualisation, relaxation &amp; calming techniques</p> <p>How do I keep my body healthy?</p> <p>What exercise do I enjoy?</p> <p>How does the balance of eating and exercise work?</p> <p>What do I think a drug is?</p> <p>Difference between a medicine and a drug (safe and unsafe)</p> <p>How do we keep drugs safe?</p> <p>How do we take medicines properly?</p> <p>Some medicines, and household substances, can be harmful</p> <p>What are the facts about smoking / why do people smoke?</p> <p>What are the facts about alcohol / why do people drink?</p> <p>Understanding the effect alcohol has on the body</p> <p>Peer pressure</p> <p><b>RE</b></p> <p>Remembering</p> <p>Why we remember and celebrate at certain times of the year. Christmas.</p> |
| What can you do to help your child at home? | <ul style="list-style-type: none"> <li>• Look at creating healthy meals and getting the children involved with cooking at home.</li> <li>• Find out about animals that have adapted to live in different environments, why some animals hibernate and why different animals eat different foods.</li> <li>• Asking them about what they are doing in school.</li> <li>• Promoting a positive outlook on their education.</li> <li>• Keep them calm and talk through any worries.</li> <li>• Help them to see their best is good enough.</li> </ul>  |

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|              | <ul style="list-style-type: none"> <li>• Watch and discuss news events.</li> </ul>   |
| Times Tables | Children to continue working on <b>all</b> their times tables as they are expected to know them all well by the end of year 4. Year 3 are to be secure in their 2s, 3s, 4s, 5s, 8s and 10s.<br>Testing and times tables apps completed in class as well as for homework bi-weekly. |
| Spellings    | Spelling lists will be practised in class and will be available on Spelling Shed to practise at home weekly before being used in dictations the following Monday.  |
| Reading      | Please encourage your child to read at home at least 3 times a week.<br>Reading texts linked with our English themes would be helpful (Wonder, The Magician's Elephant, The Tiger Rising).   |

PE day: Monday Morning – always remember to bring a full change of clothes and always be prepared for outside PE – this needs to include trainers.

Homework will be given on a Friday and needs to be returned the following Wednesday.

If you would like any further information, please contact the class teacher who is available for 15 minutes before and after the school day.