



# Year 3/4 Spring 2025 - Adventurers



## January/February 2025

"**Cry Freedom!**" is a thematic unit based around the history of slavery. We start by learning what slavery is, looking at some of the reasons behind it and examples of it, before moving on to find out about slavery in Europe, Asia, Africa and America throughout history. Then, we learn about two key people who were instrumental in making slavery illegal, before investigating modern day slavery and what we can do to stand against it, like the courageous abolitionists of the past.

### Concept Flow

- To know and understand what slavery is and recognise its different forms
- To learn about the history of slavery around the world
- To learn about key figures involved in the abolition of slavery
- To learn about modern-day slavery



## February/March 2025

"**May the Force Be With You**" is a thematic unit based around magnets and forces, with a key focus on science. We will begin by learning about contact and non-contact forces, before focusing on magnets. We will learn about magnetic forces, the relevance of magnetic North and South poles and the concept of magnetic attraction and repulsion.



### Concept Flow

- To know that and observe how some forces need contact between two objects and some forces act at a distance
- To know that and observe how magnets attract or repel each other and attract some materials and not others
- To describe magnets as having two poles
- To predict whether two magnets will attract or repel each other, depending on which poles are facing
- To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic material

## January/February/March 2025

**Seasons around the World:** Winter in Switzerland & Spring in Russia



### Concept Flow

- To know where Switzerland is located on a map
- To be able to locate some of Switzerland's mountainous areas on a map
- To understand how human influence has changed Switzerland's mountain geography

### Concept Flow

- To know where Russia is located on a map
- To know some of Russia's major cities
- To know what spring is like in Russia
- To know what a dacha is and understand its connection with springtime

# Year 3/4 Spring 2025 - Maths Mastery

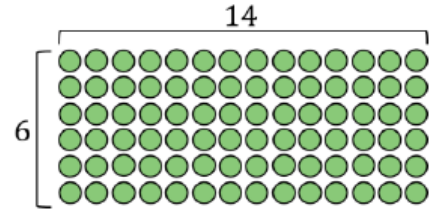
## Multiplication and Division

- Exploring properties of multiplication
- Using and explaining short multiplication

		2	1	3
×				3
				9
			3	0
+		6	0	0
		6	3	9

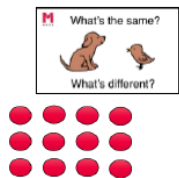
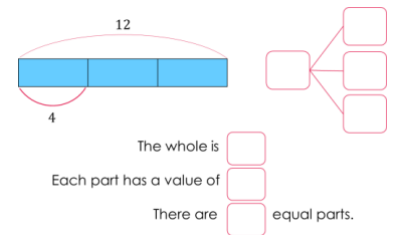
		2	1	3
×				3
				9
		6	3	9

Hundreds	Tens	Ones
●●	●●	●●●
●●	●●	●●●
●●	●●	●●●



## Calculating With Multiplication And Division

- Represent multiplication and division contexts using a bar model
- Connecting multiplication and division

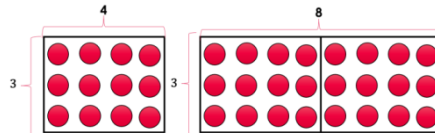


$$4 \times 3 = 12$$

$$3 \times 4 = 12$$

$$12 \div 3 = 4$$

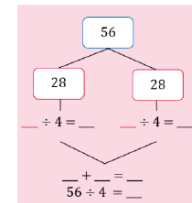
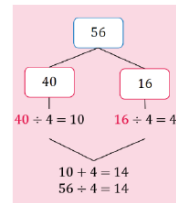
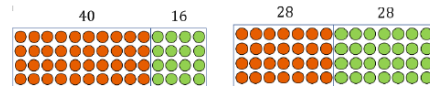
$$12 \div 4 = 3$$



• What do you notice?

- Division using partitioning

$$56 \div 4$$



What do you notice?

- Using and explaining short division

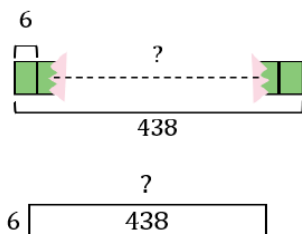
Tens	Ones
●	●●●
●	●●●
●	●●●

	3	3	9	

Tens	Ones
●●	●●●●
●●	●●●●
●●	●●●●

		2	5	
	3	7	15	

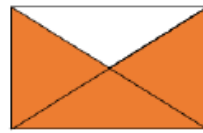
- Solving multiplication and division problems



6	4	3	8	

# Fractions

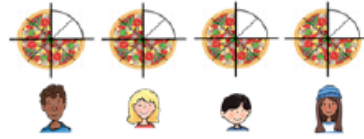
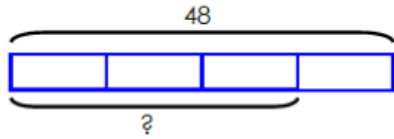
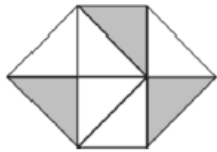
- Interpreting fractions in different ways



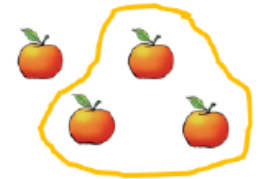
A fraction can be a part of a whole



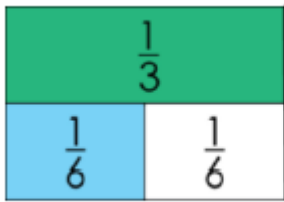
A fraction can be a number



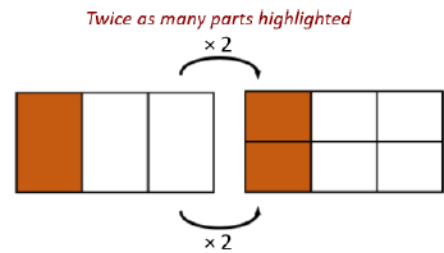
A fraction can be the result of division



A fraction can be part of a set



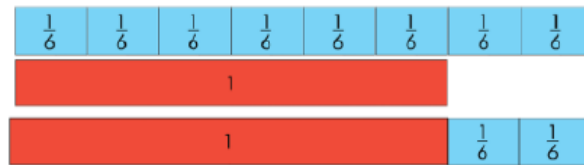
$$\frac{2}{6} = \frac{\square}{\square}$$



Two sixths is equal to \_\_\_ third.

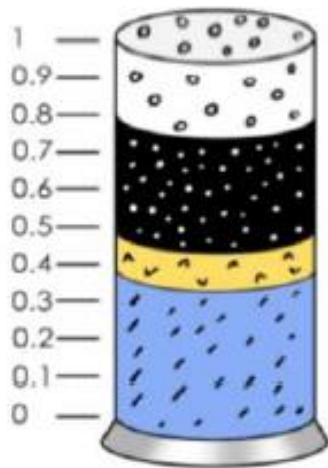
- Understanding mixed numbers and improper fractions
- Adding and subtracting fractions with the same denominator

$$\frac{3}{6} + \frac{5}{6} = \frac{8}{6}$$

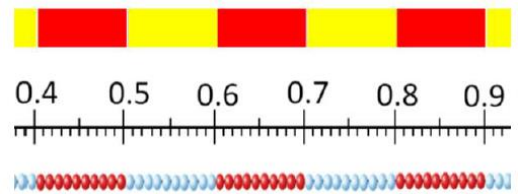


- Solving problems involving fractions of a quantity

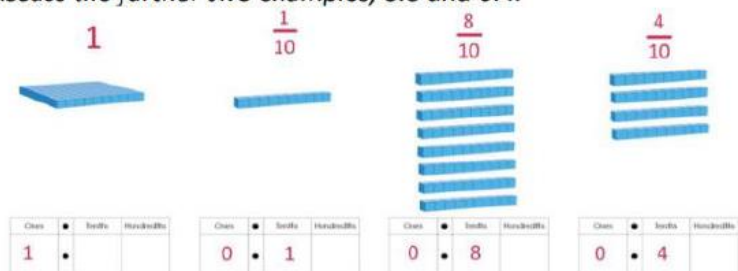
# Decimals



- Exploring fractions and decimals
- Comparing and ordering numbers with one and two decimal places
- Rounding decimals to the nearest whole number
- Calculating with decimals
- Representing and writing decimals
- Multiplying and dividing decimals by 10 and 100




Discuss the further two examples, 0.8 and 0.4.

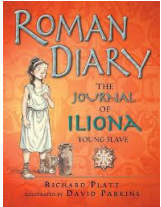


**Math's meetings** will cover place value, ordering numbers, 2D shape names and their properties, telling the time and date, adding and subtracting in the context of money and fractions of shapes and amounts. Children will be practicing their multiplications throughout the year and will be set regular home activities to build their confidence. By the end of Year 4 children should be fluent (able to recall within 6 seconds) in their times tables up to 12x12.

In **English**, children will continue to build on their writing stamina and presentation skills whilst embedding the 'basics', ensuring they are confident in writing coherent sentences with accurate spelling and punctuation. During Spring term, there will be a focus on joining clauses with conjunctions to form compound and complex sentences. Children will continue to critique and edit their work ensuring they have included the 'basics' and ambitious word choices, including adjectives and adverbs. Children will have the opportunity to perform their writing to others and to ensure it is coherent, relevant and engaging, whilst building their confidence, enunciation and expression. During the Spring Term, children will be writing a recount based on the book 'Roman Diary on a young slave' by Richard Platt, and they will create a character description based on 'The Iron Man' by Tom Hughes.

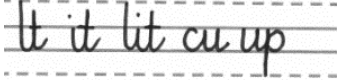
 **Reciprocal Reading:**  
'The Iron Man' by Tom Hughes


**Reading for Pleasure:** Children will listen to adults read a range of texts, including poetry, fictions and non-fiction books. Linking to 'Cry Freedom', children will listen to 'Roman Diary on a young slave' by Richard Platt.




**Spelling:** Children will be set weekly spellings linked to the Year 3/4 common exception word lists and different spelling patterns (including revisiting Year 1/2 spelling rules). We will be paying special attention to the rules for adding suffixes.


**Handwriting:** Children will take part in weekly handwriting and fine motor skills practices. Children will learn how to join letters together and will be encouraged to take pride in their handwriting. Children will have the opportunity to use handwriting pens and line guides in Y3/4.



 **Children should read for 5-10 minutes each day at home with an adult. Regular reading practice is the only way to improve fluency and stamina. Children will be sent home a banded reading book and a reading for pleasure book from the library each week.**

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life. Talking about books is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything



 **RE:** Topic 4 Local Church Journeys: Christian family's journey with Jesus - Big Question: Is life a journey?  
**RE:** Topic 5: Eucharist/relating: Listening & sharing: Listening to the Word of God and sharing Holy Communion Big Question: What's so important about listening and sharing?  
**RE:** Topic 6: Lent/Easter/Giving: Giving all: Lent a time to remember Jesus' total giving - Big Question: What makes some people give everything for other people?

**Interfaith** (Islam) Places for worship: The mosque & Holi Festival of Colour.

- Important Dates**
- Swimming Lessons: Starting February
  - Year 4 multiplication tables check (MTC): 02/06-14/06/2025
  - 'First Night Away' Residential (Thornbridge): 11/02-12/02/2025

Spanish: Thursday AM  
Music: Wednesday PM  
PE: Tuesday and Wednesday PM







ere is what your child will be learning about **RSE & PSHE** in the Spring term. You will see that the Year 4 children will be introduced to the term puberty (this was delayed from Autumn term) and will learn about how their bodies will change as they become adults (during this time, Year 3 children will be working with Ms Gill on other activities)

To access the online parent platform please visit:

<https://www.tentenresources.co.uk/parent-portal/>  
**Username -st-anns-s36 Password -water-27-s36**

1 Created and Loved by God	Unit 2: Me, My Body, My Health	Session 1: We don't have to be the Same (Y4 only REPEAT)
1 Created and Loved by God	Unit 2: Me, My Body, My Health	Session 2 Respecting our bodies (Y4 only REPEAT)
1 Created and Loved by God	Unit 2: Me, My Body, My Health	Session 3 What is puberty? (Y4 only REPEAT)
1 Created and Loved by God	Unit 2: Me, My Body, My Health	Session 4 Changing Bodies (Y4 only REPEAT)
1 Created and Loved by God	Unit 2: Me, My Body, My Health	Session 5: Male / Female Discussion groups (Y4 only REPEAT)



1 Created and Loved by God	Unit 4: Life Cycles	Session 1: Life cycles
1 Created and Loved by God	Unit 4: Life Cycles	Session 2: A time for everything
1 Created and Loved by God	Unit 4: Life Cycles	Session 3: Big changes, little changes
Sheffield Scheme	L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	Os4) Personal Information
Sheffield Scheme	L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	Os5) Digital Media
Sheffield Scheme	L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	Os6) Verifying content
Sheffield Scheme	H26. that for some people gender identity does not correspond with their biological sex	Fr2) Are all friends the same?
Sheffield Scheme	R21. about discrimination: what it means and how to challenge it	Fa2) Are all families like mine?





# Unit 2: Me, My Body, My Health



In Unit 2 – Me, My Body, My Health, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God’s loving plan for creation.

# Unit 4: Life Cycles



Returning to the story of Jairus’ daughter from Unit 1, Unit 4 – Life Cycles explores the miraculous nature of human conception and birth and offers an opportunity for thanksgiving. (Note that sexual intercourse is not discussed in this unit.) Death and life after death is further discussed, alongside the complexities of grief where children will consider ways to support themselves and others.

In the latter part of the Spring term, children will learn about staying safe online and exploring discrimination, inclusion and diversity. These lessons will follow the Sheffield RSE scheme of work.



British Values



individual freedom



democracy



mutual respect



rule of law

**Check out our school newsletter to find our current Picture News question**

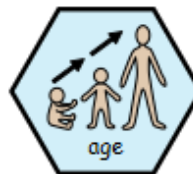


**Picture News** is designed to expose children to current affairs, discover their interests and bring the world closer to their everyday lives. These assemblies and lessons provide opportunities for children to learn from our world and develop respect for other’s beliefs, feelings and faiths. They encourage exploration, discussion, challenge and inspire children to learn!

**Picture News** is instrumental in supporting children to develop their understandings of **British Values**, the **Protected Characteristics** and the **UN Rights of the Child**.



protected characteristics



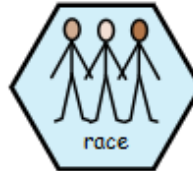
age



disability



gender reassignment



race



religion or faith



marriage



sex (gender)



sexual orientation



pregnancy

