



Year 3 and 4 Spring Term

Oh, the places we'll go...

During your time at Rivacre Valley, your journey will start in the Early Years by exploring what's on our doorstep. You will read about, investigate and discover features of where you live and go to school and compare it to places that are different from home.

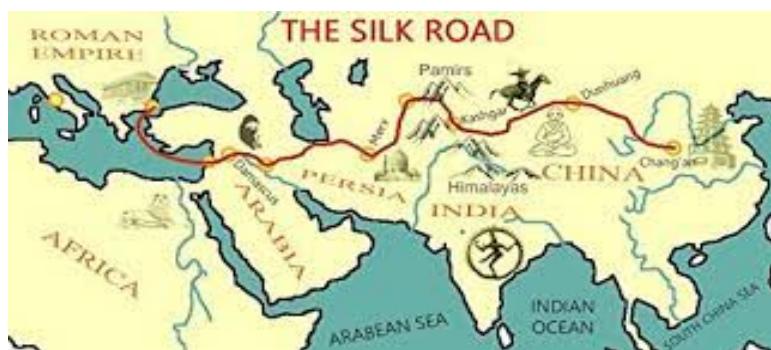
The journey will continue into Key Stage One where you start to look further afield with a visit to Oceania and Antarctica. Here, you will compare life at home with the lives of children on the other side of the world!

In Key Stage two, you will journey along The Ancient Silk Road between Europe, Africa and Asia. What can you hear? What can you see? What can you smell? What can you taste?

Your final destinations in Years 5 and 6 will be 'across the pond' to The Americas and a return trip to Europe. You will travel from the metropolis of New York City, through the Amazon Forest and then back to Europe to explore its history.

In order to help our children learn more and remember more, we have identified 'sticky knowledge'. This is knowledge that will 'stick' with us forever. These are the statements highlighted in red.

Our topic this term is:
The Silk Road - Connecting the ancient world through trade.



This is what we will do!

Africa, amazing Africa
Our wow starter:

In Spring 1, children will return to school to the sights and sounds of the African Savannah. They will learn about African artist Edward TingaTinga and explore examples of his artwork. They will practise skills in their sketchbooks before planning and creating a final tinga tinga picture showing the colourful, bold patterns of this style.

In Spring 2, children will embark on a Chester Zoo project where they will design and make their own animal habitat using a range of resources. Children will need to think carefully about what features their chosen animal requires. We will also make tickets, an animal talk timetable and a map for visitors!

This is how we will do it!

English

Planning will be linked to end of year expectations and the National Curriculum.

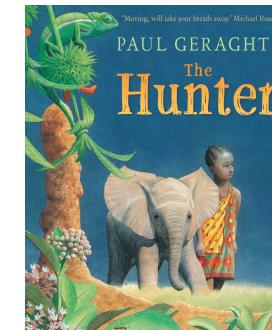
All lessons will focus on reading (either word reading or comprehension) or writing composition and transcription.

We will continue to emphasise children's enjoyment and understanding of language to support their reading and writing as well as opportunities to develop their wider skills in spoken language.

Through composition, we will look at structure and purpose as well as teaching of vocabulary, punctuation and grammar skills.

Handwriting will be taught discretely. Phonics or Spellings will also be taught discretely using RWI and RWI Spellings.

Please see weekly planning for specific objectives.



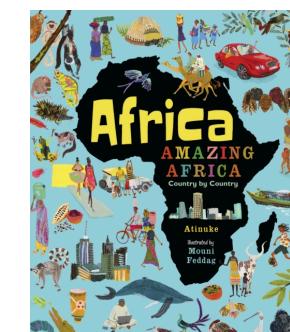
'Jamina heard a sound. A sad and desperate cry that tugged at her heart. She held her breath and listened...'

The children will be focusing on the text 'The Hunter' by Paul Gerachty in our English sessions.

We will read the text and embark on a sensory journey alongside Jamina into the African savannah, learning about the customs and beliefs of another culture.

In writing, we will develop our skills including punctuation and grammar and apply these in a range of genres including: a persuasive letter to the hunters and a narrative.

In poetry, we will listen to, discuss and express views about a wide range of poems. We will identify and join in with rhythmic patterns in African poetry exploring the use of repetition and beat. Children will then write and perform a 'what am I?' riddle describing an animal of choice.



	<p>'Africa, Amazing Africa is a vibrant celebration of a continent bursting with diversity, creativity, and wonder. From bustling cities to sweeping savannas, ancient kingdoms to contemporary culture, this journey reveals Africa's extraordinary spirit - its people, its landscapes, its rhythms, and its stories.'</p> <p>In Comprehension, children will read 'Africa, Amazing Africa' by Atinuke. Children will learn about the features of non-fiction texts and develop skills to navigate and scan to retrieve information.</p>
<p><u>Geography</u></p> <ul style="list-style-type: none"> ● <p><u>Progression Skills:</u></p> <p><u>fieldwork</u></p> <ul style="list-style-type: none"> ● <u>Surveys and questionnaires to gather data on various aspects of the community.</u> 	<p>This half-term, the children will explore the diverse continent of Africa through an exciting geography unit enriched with Chester Zoo conservation links. They will develop their locational knowledge by using globes, atlases, indexes and digital maps to identify African countries, major physical features and key cities. Through photographs, maps and enquiry tasks, pupils will compare human and physical characteristics of different African regions and contrast these with the UK. Fieldwork in the local area will help children apply geographical vocabulary and observation skills, before using their new knowledge to create a final information project about an African country. The unit aims to build curiosity, challenge stereotypes and deepen understanding of Africa's people, landscapes and wildlife</p> <div data-bbox="1170 791 2151 891" style="border: 1px solid black; padding: 5px;"> <p><u>Key Vocabulary:</u></p> <p>map</p> </div>

History

A local history study.

Progression of Skills

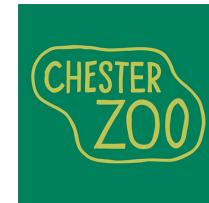
World History:

- Describe changes that have happened in the locality of the school throughout history.

Chronology:

- Place events on a timeline using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

Chester Zoo



Children will learn about the history of Chester Zoo from its opening in 1930 to the present day. They will sequence its development in a timeline with a focus on the zoo's commitment to conservation and their recent campaign for sustainable palm oil.

Children will take a step back in time to look at where palm oil came from and how it arrived in other countries around the world.

Key Vocabulary

Chester Zoo George Mottershead
timeline sequence palm oil
sustainable conservation campaign

D & T

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches.

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Moving Animals



Using knowledge learnt through our History and Geography lessons, the children will design and make a rainforest animal that is affected by unsustainable Palm Oil such as an orangutan.

Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example; levers]

They will begin by sketching their design ideas with annotations, thinking carefully about materials and joins. They will then use their cutting skills to cut desired shapes and attach them, children will need to ensure the joins are secure and able to move freely.

Progression of Skills

Practical Skills:

- Cut materials with precision and refine the finish with appropriate tools.
- Select appropriate joining techniques.

Designing, Making, evaluating and Improving

- Design with purpose by identifying opportunities to design.
- Make products, refining the design as work progresses.
- Refine work and techniques as work progresses, continually evaluating the product design.

Art & Design

Pupils should be taught:

- to create sketch books to record their observations
- to improve their mastery of art and design techniques, including drawing and painting

Progression of Skills

Developing Ideas:

- Collect information, sketches and resources.

Mastering Techniques:

- Use different harnesses of pencils to show line, tone and texture.
- Sketch lightly.
- Use shading to show light and shadow.
- Select and arrange materials for a striking effect.
- Create and combine shapes to create recognisable forms.
- Add materials to provide interesting detail.

Heart of Africa



Children will explore different images of African animals to identify patterns and textures. They will then practise sketching these using pencils and shading techniques.

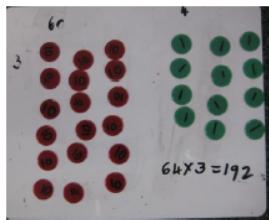
We will take inspiration from the murals displayed at Chester Zoo to design and make our own using recycled plastics.

Using recycled materials in art is a powerful way to share messages about caring for our planet and shows how rubbish can be transformed into meaningful works of art.

<h2><u>Science</u></h2>	<p><u>Key Vocabulary:</u></p>																																												
<h2><u>Music</u></h2> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. <p>In addition to music delivered by music specialists, musical links will be made across the curriculum.</p>	<h2><u>Musicians</u></h2> <p>The children in Years 3 and 4 will have the opportunity to learn to play the recorder, ukulele and djembe. Over the year, they will spend a term on each instrument. They will be taught by Music specialist Mr Barry.</p> 																																												
<h2><u>Maths</u></h2> <p>The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.</p> <p>At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12x multiplication table and show precision and fluency in their work.</p> <p>Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word-reading knowledge and their knowledge of spelling.</p>	<h3><u>Spring term</u></h3> <p>See weekly planning</p> <p>Multiplication: Grid method:</p> <table border="1" data-bbox="1156 1192 1448 1295"> <tr> <td>x</td> <td>10</td> <td>3</td> </tr> <tr> <td>4</td> <td>40</td> <td>12</td> </tr> </table> <table border="1" data-bbox="1471 1105 1740 1311"> <tr> <td>24</td> <td>\times</td> <td>3</td> <td>= 72</td> </tr> <tr> <td>\times</td> <td>20</td> <td>4</td> <td></td> </tr> <tr> <td>3</td> <td>00</td> <td>0000</td> <td></td> </tr> <tr> <td>00</td> <td>00</td> <td>0000</td> <td></td> </tr> <tr> <td>00</td> <td>00</td> <td>0000</td> <td></td> </tr> <tr> <td>60</td> <td></td> <td>12</td> <td></td> </tr> <tr> <td></td> <td></td> <td>60</td> <td></td> </tr> <tr> <td></td> <td></td> <td>$+ 12$</td> <td>72</td> </tr> </table> <table border="1" data-bbox="1763 1176 2032 1256"> <tr> <td>\times</td> <td>30</td> <td>5</td> </tr> <tr> <td>7</td> <td>210</td> <td>35</td> </tr> </table> <p>$210 + 35 = 245$</p> <p>Column method:</p>	x	10	3	4	40	12	24	\times	3	= 72	\times	20	4		3	00	0000		00	00	0000		00	00	0000		60		12				60				$+ 12$	72	\times	30	5	7	210	35
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Pupils should read, spell and pronounce mathematical vocabulary correctly.

To support children's understanding we follow a CPA (Concrete, Pictorial, Abstract) approach as detailed in our calculation policy.



342×7 becomes

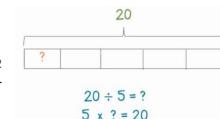
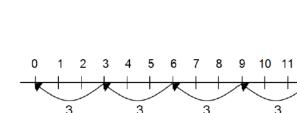
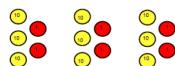
$$\begin{array}{r}
 3 \ 4 \ 2 \\
 \times \ 7 \\
 \hline
 2 \ 3 \ 9 \ 4
 \end{array}$$

Answer: 2394

Division:

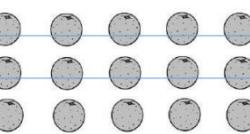
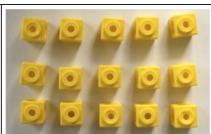
Division as grouping:

$$96 \div 3 = 32$$



$$28 \div 7 = 4$$

Division within arrays:



$$\begin{aligned}
 7 \times 4 &= 28 \\
 4 \times 7 &= 28 \\
 28 \div 7 &= 4 \\
 28 \div 4 &= 7
 \end{aligned}$$

Year 4 division with a remainder:

$$14 \div 3 =$$



Draw dots and group them to divide an amount and clearly show a remainder.

$$14 \div 4 =$$



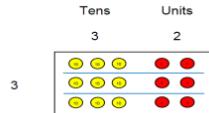
$$29 \div 8 = 3 \text{ REMAINDER } 5$$

↑ ↑ ↑ ↑
dividend divisor quotient remainder

Year 4 short division:

$$96 \div 3 = 32$$

Use place value counters to divide using the bus stop method alongside



$$\begin{array}{r} 218 \\ 4 \overline{)872} \\ 8 \end{array}$$

Move onto divisions with a remainder.

$$\begin{array}{r} 86 \\ 5 \overline{)432} \\ 40 \\ 32 \\ 30 \\ 2 \end{array}$$

PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performance with previous ones and demonstrate improvement to achieve their personal best.

PE

(Spring 1) DANCE: Children will respond to stimuli and adapt and change their movements according to the music. They will combine and link a small number of movement phrases and patterns and perform these with confidence.

(Spring 2) GYMNASTICS: Children will use imaginative ways to travel and develop their flexibility, strength and balance using a range of equipment.

COMMANDO JOE: Children will take part in weekly Commando Joe sessions rooted in a RESPECT framework. The programme develops these skills through many activities, being part of a team, performing challenges or having a leadership role.



Languages

<p><u>Computing</u></p>	<p>Sequencing sounds (Y3) Repetition in shapes (Y4)</p>
<p>RE From the Cheshire West and Chester Locally Agreed Syllabus. Essential content in lower KS2:</p> <p>Hinduism (Spring 1)</p> <p>How do Hindus worship in their daily lives?</p> <ul style="list-style-type: none"> • Explain how a Hindu may worship at home or in the mandir. • Analyse a Hindu's journey of life and significant events along the way <p>What would a Hindu parent want their child to know about God? What is the meaning of Aum?</p> <p>What does it mean to have one God in many forms? Is Hinduism monotheistic or polytheistic?</p> <p>Why is a shrine important in a Hindu home? What is Puja?</p> <p>What do Hindus understand about the journey of life?</p> <p>What values about the family and how to care for the Earth important for Hindus?</p>	<p>Hinduism (Spring 1)</p>  <p>The children will explore how Hindus worship and discover the meaning of Aum. They will learn why Hinduism is monotheistic and be able to explain what this means. The children will understand why Hindus have shrines in their homes and be able to explain what Puja is. Finally, children will explore what values are important to Hindus and what they believe about the journey of life.</p> <p>African Traditional Religion (Spring 2)</p>  <p>We are starting our topic by looking at the beliefs and practices that are common through many of the different traditional religions in Africa. We will learn about the religions practised by the</p>

	<p>majority of people living in Africa (Christianity and Islam) and the many traditional religions practised prior to the arrival of these.</p>
<p>RSE</p> <p>WELLBEING/CITIZENSHIP/RELATIONSHIP, HEALTH and SEX EDUCATION/PSHE- Jigsaw (Year A-Follow Y4)</p> <p>Children will take part in weekly class assemblies using the Jigsaw scheme of work which integrates personal, social, health and economic education with emphasis on wellbeing, mental health, social skills and cultural development.</p> <p>In addition to this, we will continue to promote our Rivacre Dinosaurs and stand alone sessions on topics such as General Elections and topical/historical events.</p>	 <p>Dreams and Goals Children will develop their understanding on how to stay motivated when doing something challenging through finding different strategies to support them. They will explore new challenges that they may face and how we can achieve these through overcoming obstacles and working with others to support us with this. This learning will support us in following our dreams and goals.</p> <p>Healthy Me During the Spring term, the children will learn about the importance of being fit and healthy and making healthy choices such as eating a healthy, balanced diet. They will explore the importance of being physically active and will discuss what they know about drugs. We will discuss keeping others and ourselves safe and will begin to understand how to keep calm and deal with difficult situations.</p>