



Year 3 and 4 Summer 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.



Walk like an Egyptian!
Our wow starter:



Summer 1: We will arrive in school to discover a mysterious tomb filled with treasure from an ancient civilisation. We will become history detectives to discover who this tomb belonged to, what the treasures are and why the tomb was so significant.

Summer 2: We will discover what foods the ancient Egyptians would have eaten and what crops they grew. We will explore how the annual flooding of the River Nile meant that farmers could only grow crops at certain points in the year. We will then follow a recipe to make Egyptian bread and Egyptian sweet cookies.

This is what we will do!

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.

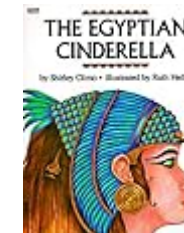
We will continue to emphasise children's enjoyment and understanding of language to support their reading and writing as well as opportunities to develop their wider skills in spoken language.

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.

The Egyptian Cinderella



'The Pharaoh searched all over Egypt for the owner of a slipper...'

The children will be focusing on the text 'The Egyptian Cinderella' by Shirley Climo in our English sessions.

They will develop their skills including punctuation and grammar and apply these in a range of genres including: a news report and a narrative.

In our comprehension lessons, we will be exploring the Ancient Egyptians through Horrible Histories. Through shared reading and discussion, the children will develop an understanding of how the Egyptians lived during this time and what life was like for them, while practising key skills such as retrieval, inference, prediction and vocabulary development. We will be using 'MRS.API' skills to support our learning.



M R S A P I



Geography

Locational knowledge

- locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Human and physical geography

Describe and understand key aspects of:

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- physical geography, including: mountains, volcanoes and earthquakes, and the water cycle

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Progression Skills:

Investigating places

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital mapping to locate countries and describe features.
- Use a range of resources (such as maps, atlases and photographs) to identify the key physical and human features of a location.

Communicating

- Describe key aspects of physical and human geography.
- Create structured accounts including written narratives applying age related writing skills.

Egypt

We will find Egypt on a map and be able to identify the continent Egypt is part of, as well as the seas which are next to it. We will discover the geographical features of Egypt including its climate and population. We will investigate geographical features of the River Nile including statistics and uses of the river.



Key Vocabulary

Egypt, continent, Africa, country, Mediterranean Sea, Red Sea, Suez Canal, Cairo, physical geography, Sahara Desert, Sinai Desert, River Nile, The Nile Delta, tributary, mouth, source, climate, human geography, population, Arabic, Egyptian pound

History

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Progression Skills:

Investigating and Interpreting

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

World History

- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Chronology

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

Communicating

- Use appropriate historical vocabulary and display an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
- Create structured accounts including written narratives applying age related writing skills.

Walk Like an Egyptian

We will continue our journey along the Silk Road, and we will arrive at the fertile banks of the famous River Nile. We will explore BC dates by creating an Ancient Egyptian timeline. We will investigate the social structure of Ancient Egyptian societies and investigate the role, rights and responsibilities of the pharaohs and explore the lives of some of the most famous pharaohs. We will find out about the ancient Egyptian deities and explore their appearances and roles. We will discover what the pyramids were built for and explore what tomb paintings can tell us about life in ancient Egypt. We will investigate the greatest inventions and achievements of the ancient Egyptians.



Key Vocabulary

Ancient Egypt, civilisation, BC, AD, pharaoh, vizier, nobles, priests, scribes, soldiers, craftsmen, farmers, slaves, class, Tutankhamun, Ramesses II, Cleopatra, Hatshepsut Temple, honour, offering, trade, belief, Ra, Osiris, Isis, Anubis, Amun, Horus, pyramid, afterlife, preserved, tomb, Great Pyramids of Giza, invention, achievement, shaduf, ox-drawn plough, decimal system, calendar

D & T

Cooking and Nutrition

- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Progression Skills

Practical Skills

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Follow a recipe.
- Assemble or cook ingredients.
- Cut materials with precision and refine the finish with appropriate tools.
- Select appropriate joining techniques.

Design Throughout History

- Identify some of the great designers in all of the areas of study.
- Improve upon existing designs, giving reasons for choices.

Ancient Egyptian Bread and Ancient Egyptian Sweet Cookies

We will discover what foods the ancient Egyptians would have eaten and what crops they grew. We will explore how the annual flooding of the River Nile meant that farmers could only grow crops at certain points in the year. We will then follow a recipe to make Egyptian bread and Egyptian sweet cookies.



Art & Design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Progression Skills

Developing Ideas

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

Egyptian Art

Using images from ancient Egypt as inspiration. We will create a picture using papyrus in the style of Egyptian art. We will create our own papyrus paper and use this to write our hieroglyphics.



Mastering Techniques

- Use different harnesses of pencils to show line, tone and texture.
- Sketch lightly.
- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Select and arrange materials for a striking effect.
- Create and combine shapes to create recognisable forms.
- Add materials to provide interesting detail.

Taking Inspiration from the Work of Others

- Replicate some of the techniques used by notable artists and designers.
- Create original pieces that are influenced by studies of others.

Science

States of matter:

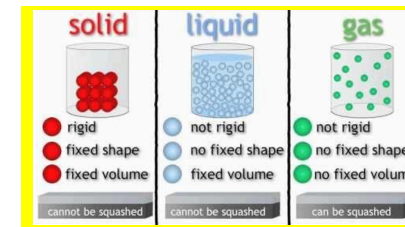
- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Forces and magnets:

- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having 2 poles

States of Matter

To begin our science topic this term, we will recap our learning on how particles are arranged and how they move in different states of matter. We will then apply our learning by comparing and grouping materials. We will look at how some materials can change state when heated or cooled and will work scientifically to measure the temperature at which these changes in state occur. Finally, we will investigate the processes of evaporation and condensation in the water cycle by making a water cycle in a bag.



Key Vocabulary:

States of Matter: solid, liquid, gas, particles, heat, cool, melt, freeze, water cycle, condensation, evaporation, precipitation, temperature, degree Celsius, water, ice

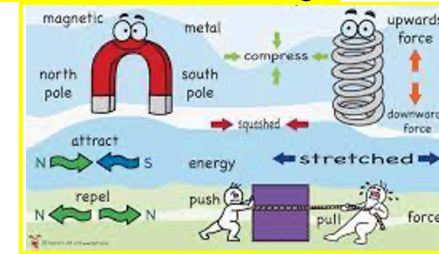
Forces and magnets

- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Working Scientifically:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings

We will explore forces and how they affect the movement and the shape of objects. We will work scientifically to investigate how different materials can be affected and record our findings in a variety of ways. We will then investigate magnets to find out which is the strongest and learn about magnetism by exploring how magnets attract and repel each other as well as different materials. We will use our results to make conclusions and see if there are further questions to answer that require our new found knowledge.



Key Vocabulary:

Forces: push, pull, force, friction, gravity, surface, air resistance, upthrust, magnet, magnetic, bar magnet, ring magnet, horseshoe magnet, attract, repel, material, predict.

Music

Pupils should be taught to:

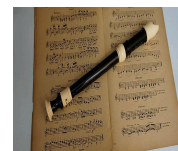
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall 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.

In addition to music delivered by music specialists, musical links will be made across the curriculum.

Musicians!

The children in Years 3 and 4 will have the opportunity to learn to play the recorder and ukulele. Throughout the year, they will also practise singing and experience a wide range of music, developing their understanding and appreciation of its history and traditions.

They will be taught by Music specialist Mr Barry.



Maths

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.

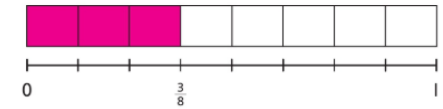
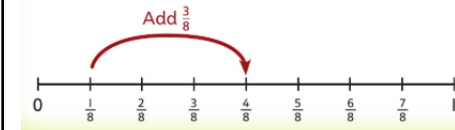
At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12x multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word-reading knowledge and their knowledge of spelling.

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.

Summer term

See weekly planning

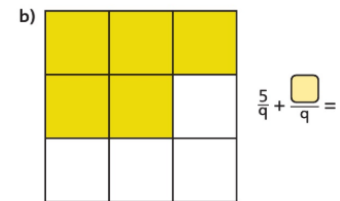
Year 3 fractions:



$$\frac{7}{10} \text{ (circle)} + \frac{3}{10} \text{ (circle)}$$

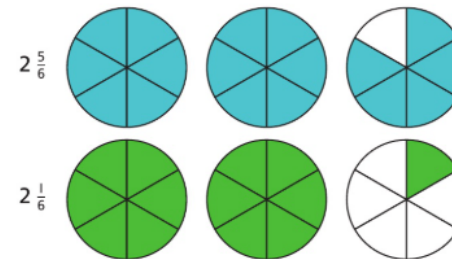
$$\frac{4}{5} \text{ (circle)} + \frac{2}{5} \text{ (circle)}$$

$$\frac{1}{6} \text{ (circle)} + \frac{4}{6} \text{ (circle)}$$



Year 4 fractions:

Which mixed number is less?



$$\frac{2}{5} + \frac{4}{5} = \begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \end{array}$$

$$\frac{11}{12} - \frac{5}{12} = \begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \end{array}$$



The white cubes represent of the whole.



The white beads represent of the whole.

PE (Dance, Gymnastics, Swimming and Games (all term)).

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.

Progression skills

- Follow the rules of the game and play fairly.
- Choose appropriate tactics to cause problems for the opposition.
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Perform dances using a range of movement patterns.
- Apply and develop a range of skills and link them to make actions and sequences of movement.
- Create dances and movements that convey a definite idea.
- Compete with others and aim to improve personal best performances.

PE

(Summer 1) Dance: The children will study the body shapes portrayed in Egyptian paintings and use these to choreograph an Egyptian pharaonic dance.

(Summer 1) Cricket: Cheshire County Cricket Club are joining us in Summer 1 to work with our children on a weekly basis. The children will develop key skills and fundamentals to support them in playing cricket such as throwing, catching and hitting a ball using a bat.

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.

R	Resilience
E	Empathy
S	Self-Awareness
P	Passion
E	Excellence
C	Communication
T	Teamwork

(Summer 1) Swimming: Children will develop their swimming abilities and will develop new strokes (week 3).

(Summer 2) Football: Children will take part in football sessions across four weeks with Chester Football Club. They will explore the importance of healthy eating and hygiene and will take part in invasions games with links to football.

•Swim competently, confidently and proficiently using a range of strokes.

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

Languages

Following Primary Languages Network based on children's ability on entry using Click2 Teach option. Along with language skills, the children will learn about French culture, festivals, food and traditions.

Progression Skills:

- Understand a range of spoken phrases.
- Demonstrate a growing vocabulary.
- Listen attentively to spoken language and show understanding by joining in and responding.
- Demonstrate some knowledge and understanding of the customs and features of the countries where the language is spoken.
- Identify countries and communities where the language is spoken and make
- Explore the patterns and sounds of language through songs and rhymes.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Animals



The children will start this half term with a topic on animals. This unit will introduce the children to nouns then they will learn the plurals of animal nouns and express which animal they have as well as which one is their favourite. The children will go on to follow a story about animals and use this as a model to write their own sentences. Through songs, games, native speaker clips, independent tasks and a story, they will explore the following content, topics and language:
animal nouns, animal sentences and an animal story.

Computing

Pupils will be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Programming - sequencing sounds

In this unit, the children will explore the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.



Progression Skills

- Select, use and combine a variety of software on a range of digital devices to accomplish given goals

RE

From the Cheshire West and Chester Locally Agreed Syllabus. Essential content in LKS2:

Summer 1 - Christianity How do Christians use the Bible to help them with their lives?

35. Understand the concept of salvation means 'to be rescued' from sin.
36. Describe how Christians live their lives as disciples and choose to follow Jesus.
37. Explain why & how people lives changed when they met Jesus.

1	What is a sacred text? Is the Bible a Best Seller?
2	What is in the Bible and who wrote it?
3	How do you find particular verses in the Bible?
4	Why are there different kinds of Bible?
5	What does the Bible mean to a Christian?
6	How is art used in the Bible?

Summer 2 - Christianity What is my point of view about God and why do people have faith?

34. Describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter.

1	What do I think about God?
2	How do Christians describe God?
3	How have artists portrayed God in different times?
4	How is God seen in different faiths? How does this compare to Christianity?
5	How does faith <u>impact on decisions</u> ? What did Abraham's faith mean to him?
6	What questions do I have to interview Christians about their belief in God?

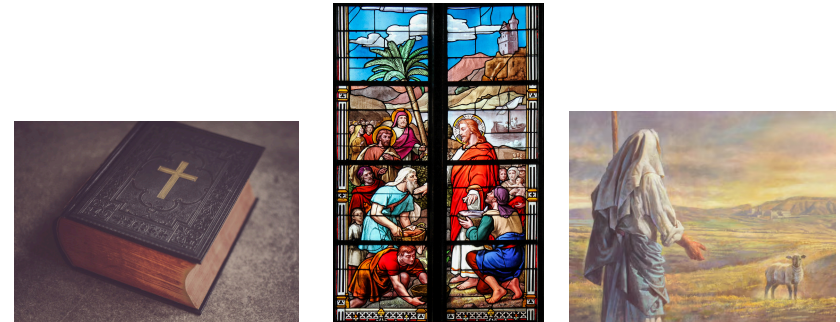
PHSE

WELLBEING/ CITIZENSHIP/ BRITISH VALUES/ SMSC

Jigsaw (Year A - Follow Y4; Year B - Follow Y3)

Christianity

In Summer 1, children will learn why the Bible is a special book to Christians and how they use it to guide their lives and feel close to God. They will also consider how art is used and create artwork to show a Bible story of their choice. Finally, children will explore stories such as 'The Lost Sheep' and 'Zacchaeus' to understand salvation and how Jesus changed people's lives.



In Summer 2, children will explore the different ways 'God' is portrayed and consider reasons why people have faith and follow a religion.



Dreams & Goals

To start the term, we will think about our hopes and dreams and the importance of resilience. We will discuss how we can overcome disappointment and how we can use this to have a

Children will take part in 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. This is in addition to weekly Key Stage assemblies.

Throughout the curriculum, SMSC will be promoted and children will discuss the social, moral, spiritual and cultural similarities and differences between ourselves and those we are learning about.

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.

SEX, RELATIONSHIP AND HEALTH EDUCATION

YEAR 3:

- Understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby.
- Understand how babies grow and develop inside the mother.
- Understand what a baby needs to live and grow.
- Understand that boys' and girls' bodies need to change so that when they grow up, their bodies can make babies.
- Identify how boys' and girls' bodies change on the outside during this growing up process.
- Identify how girls' and boys' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.
- Recognise stereotypical ideas about parenting and family roles.
- Identify what they are looking forward to in their next class.

YEAR 4:

- Understand that some of their personal characteristics come from their birth parents.
- Understand what responsibilities there are in parenting and the joy it can bring.
- Consider what has influenced their lives and what might influence the lives of others.
- Describe how a girl's body changes in order for her to be able to have babies when she is an adult.
- Know how the circle of change works and apply it to changes they want to make in their lives.
- Identify changes that have been and may continue to be outside of their control that they have learnt to accept.
- Identify what they are looking forward to in their next class.

positive impact upon creating new dreams. Following on from this, we will explore the steps to achieving new goals and be able to identify the contributions made to achieve them.

Healthy Me

We will then recognise how we create and maintain friendships and understand that, in a group of friends, people can play different roles at different times. After that, we will gain a better understanding of how smoking and alcohol can affect our health. We will also focus on peer pressure and gaining a better understanding of ourselves in order to make the right choices.

Relationships???

To end the term, we will explore situations that could cause jealousy in relationships and learn how to manage these feelings in a positive way. We will identify people we love and explain why they are special to us, while also reflecting on relationships with people we may no longer see. We will discuss how friendships can change over time and learn skills to help us manage disagreements. After that, we will begin to learn about what having a boyfriend or girlfriend might mean, and how this is a special relationship for when we are older. Finally, we will learn how to show love and appreciation to the people and animals who are important to us.



In the second half of the Summer Term, we will also focus on 'Changing Me'. This will focus on the statutory Relationships, Sex and Health Education Curriculum. Children will be taught in year groups for specific RSE lessons.