**Maths**

Our topic is ’Scotland and the Environment’. First of all, we shall complete an environmental study about the rainforest (continued learning from last term) and link this to deforestation, including the debate that surrounds it. Then the children will have the opportunity to follow their own environmental project from some given ideas i.e. the plastic issue and the pollution problem. Throughout the study of Scotland, we shall be focusing on the development of our geography skills, looking at the country’s geographical features i.e. rivers and mountains. We shall be comparing some of its main features with those of England. As scientists, we shall explore a variety of ways to identify, sort, group and classify living things. We shall then learn how animals are split into ‘invertebrates’ and ‘vertebrates’ and begin to consider the differences between them. The children will learn how environments are subject to man-made and natural changes, and that these changes can significantly impact living things. During RE lessons, we shall be exploring the question ‘Does Jesus have authority for everyone?’ We shall explore the life and teachings of Jesus from the perspective of his authority and examine the authority that Jesus has for Christians today. In PSHE we shall be thinking about the importance of looking after our physical health and wellbeing. During French sessions the children will complete last term’s learning based on sea animals and the city of Paris. We shall develop the ability to describe in French using adjectives and adverbs, understanding the importance of adjectival agreement. The skills of speaking, listening, reading and writing shall be further developed. In computing we shall be focusing on creating branching data bases using Key note or PowerPoint.

**Topic**

**Home Learning**

Homework shall be set half termly-see homework choice table.

Spellings, reading and times tables should be done on a daily basis.

We shall be learning how to:

**\*explain how we know an observation is correct and explain methods and solutions.**

Year 3:

\*solve problems involving multiplication and division

\* explain and show how to tell the time and use knowledge 0f different units of time to solve problems.

\* use formal written methods of columnar addition and subtraction.

\* identify acute, obtuse and right angles in the context of 2-D shapes.

Year 4:

\* recognise and write decimal equivalents of any number of tenths and hundredths

\* find the effect of dividing a 1 or 2-digit number by 10 or 100 and identify the value of the digits in the answer as ones, tenths and hundredths.

\* solve simple measure and money problems involving fractions and decimals to two decimal places

\* explore symmetry in 2d shapes and translation with coordinates



We shall: \*read a range of texts as we complete comprehension activities that will help develop reading skills. These will also help provide stimuli and models for our own writing \*continue to use different key skills. These will include: teaching the difference between compound and complex sentences; exploring how to include powerful adjectives, verbs and adverbs in our writing: express time, place and cause using conjunctions and knowing when to make a new paragraph. \*write in a range of genres such as letters, non-chronological reports, instructional writing and descriptive writing. \***(A suggested text to read with your child that fits in with our topic is ‘How to train your dragon’ by Cressida Cowell.)**

**Summer 1 2020**

**Year 3/4 Curriculum News**

**Scotland and the Environment**