



Year 3/4 Curriculum Information

Autumn 2



<p>Homework: Children are set times tables through Times Tables Rockstars. Please see your maths newsletter for more information on this.</p> <p>Library: Children visit the library weekly to choose a reading book; this will be on a Wednesday. Please encourage children to read at home and initial and date their bookmark for each session.</p>	<p>PE and Outdoor Learning:</p> <p>Turtles and Zebras: PE – Wednesday (outdoor) & Friday (indoor) Outdoor Learning – This will take place on alternate weeks during Autumn 2; please refer to the website for dates.</p> <p>Giraffes and Kangaroos: PE – Wednesday (indoor) & Friday (outdoor) Outdoor Learning – This will take place during Spring 1.</p>	<p>Theme Outcome:</p> <p>Year 3 - Our theme outcome is Wednesday 22nd November at 9:00am-9:30am. We hope you can join us.</p> <p>Year 4 - Our theme outcome is Thursday 23rd November at 9:00am-9:30am. We hope you can join us.</p>
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<u>English</u>	<u>Maths</u>	<u>Science</u>
<p>Throughout this half term, our class reader will be <i>The Girl Who Saved Christmas</i> by Matt Haig.</p> <p>In English sessions, both year groups will be reading <i>Listen</i> by Sharon Stocker. Children will be using this to understand musical vocabulary that will be used in later theme sessions. We will be applying our previously learnt reading skills when looking at the narrative.</p> <p>After Theme week, we will be applying all of our new knowledge when writing a blog article about a period of musical history.</p> <p>Following this, the children will be using <i>The Pied Piper of Hamelin</i> to create their own stories in the style of Michael Morpurgo.</p> <p>Please record any reading done at home on your child's bookmark by initialling on it and writing the date.</p>	<p>Children will be doing daily arithmetic focusing on key skills including multiplication, division, addition, subtraction and finding fractions of an amount.</p> <p>The Year 3 / 4 units which will be covered in this half term include:</p> <ul style="list-style-type: none"> • Multiplication and Division • Fractions • Geometry (position and direction) • Statistics <p>We will be continuing to build on children's speed and fluency of times tables recall through daily practice. It is very important children learn their times tables and any support with them at home would be beneficial.</p> <p>Children will regularly be encouraged to tell the time both in and outside of our allocated maths time. As this is a particularly challenging concept, please encourage them to use the different clocks at home and to read the time regularly.</p>	<p>Sound</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. <p>Theme History of Music</p> <p>Through our theme of the History of Music, we will be looking at:</p> <ul style="list-style-type: none"> • Appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Developing an understanding of the history of music, instruments and genres.

History of Music

Key knowledge:

Prehistoric people made sound and music by using their bodies such as clapping, stamping and singing, and hitting rocks and sticks. Then they made instruments like flutes out of animal bones.

The oldest type of music came from Africa. Ancient civilizations had instruments made out of wood and string like harps, lyres and lutes, and woodwind instruments like flutes and trumpets.

Neumes were the first printed form of musical notation. The invention of the printing press allowed musicians to share their music across the world. Composers started to produce musical pieces for the world's stage. People gathered to perform this music and created an orchestra.

In the medieval period, music was very important for entertainment but also to enhance rituals and worship. All music at the time was performed live. They employed minstrels, professional musicians of the time, to play instruments alongside their songs. They would also dance, juggle and tell stories alongside the music. Medieval instruments include the lute, recorder and violin.

Key Vocabulary:



Further Information:

BBC Teach Music: <https://www.bbc.co.uk/teach/ks2-music/zfv96v4>

History of Music: <https://mocomi.com/history-of-music/>

Classics for Kids: https://www.classicsforkids.com/composers/composers_timeline.php

Music Genres:

