



The Federation of Longhorsley St Helen's and Whalton C of E Schools

Hope - Honesty - Forgiveness - Friendship - Trust - Love



Year 3/4 Learning Journey

Spring Term 2022

Literacy

This term Year 3/4 will have time each week to work on handwriting, spelling, punctuation and grammar tasks. We will also complete weekly spelling tests and reading comprehension activities.

Persuasive Writing

- I can writing persuasively to persuade the government to do more to protect gorillas from poaching.
- I can produce information leaflets which persuade people to get involved in charities who aim to combat poaching.

Myths and Legends

- I can study myths and legends which originate from Africa- e.g. Anansi, Mafomeira.

Writing stories about issues

- I can write a story based on an issue; either poaching or deforestation.

Non-Chronological Reports

- I can write reports about gorillas, giving details of their natural habitat, food sources, the threats to their existence etc.

Kennings

- I can write Kenning poetry about gorillas being free in the wild- e.g. tree-swinger, banana-muncher, chest beater, nit-picker etc.

Literacy

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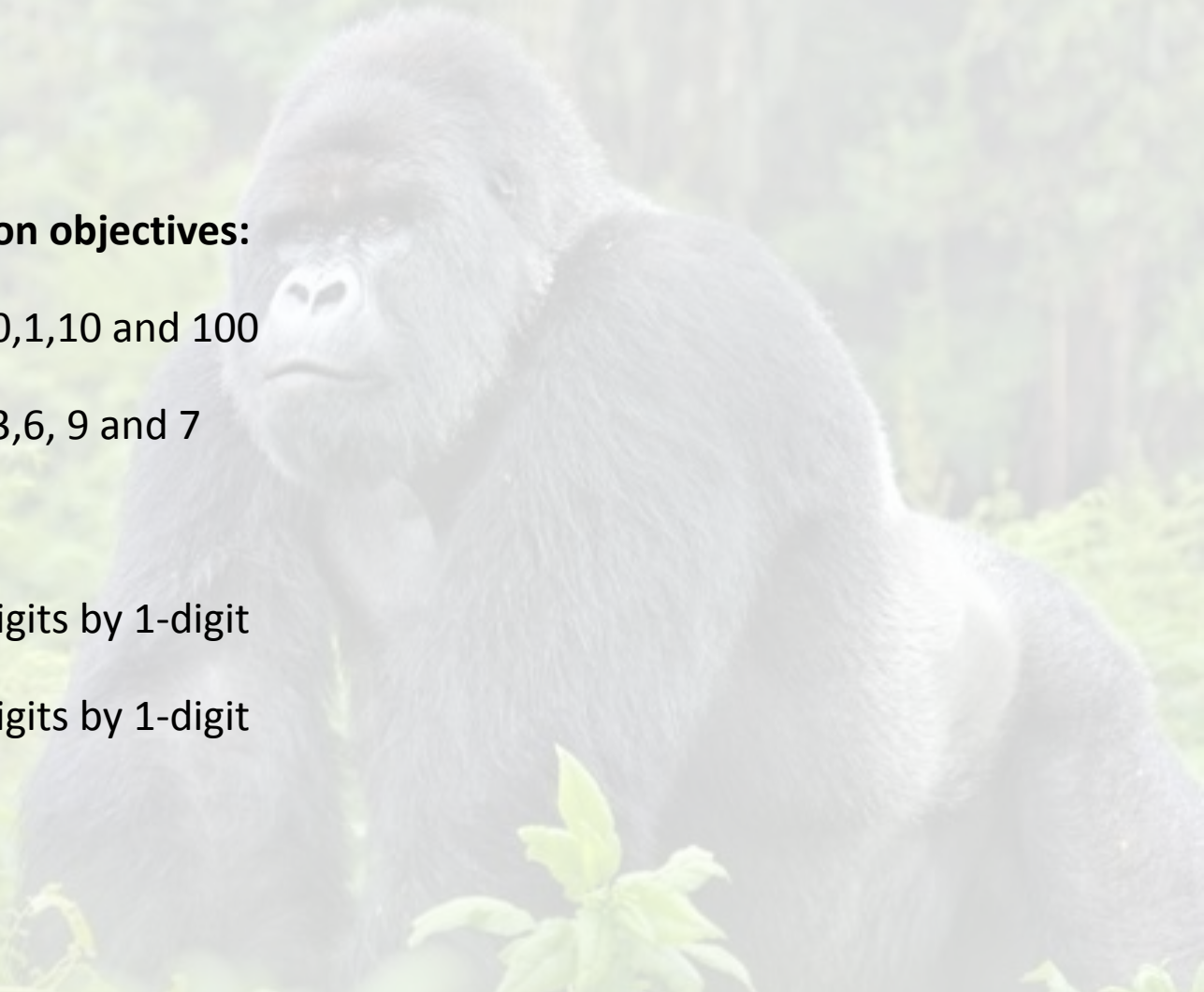
Our SPaG objectives this term will be:

- I can use direct speech correctly
- I can use apostrophes for possession
- I can use apostrophes for contraction
- I can use expanded noun phrases
- I can use a subordinate clause
- I can use a coordinating conjunction

Numeracy

Our Multiplication and Division objectives:

- I can multiply and divide by 0,1,10 and 100
- I can multiply and divide by 3,6, 9 and 7
- I can multiply 3 numbers
- I can multiply and divide 2-digits by 1-digit
- I can multiply and divide 3-digits by 1-digit



Numeracy

Our Fraction objectives:

- I can recognise and show, using diagrams, families of common equivalent fractions.
- I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- I can add and subtract fractions with the same denominator.
- I can find fractions of an amount.

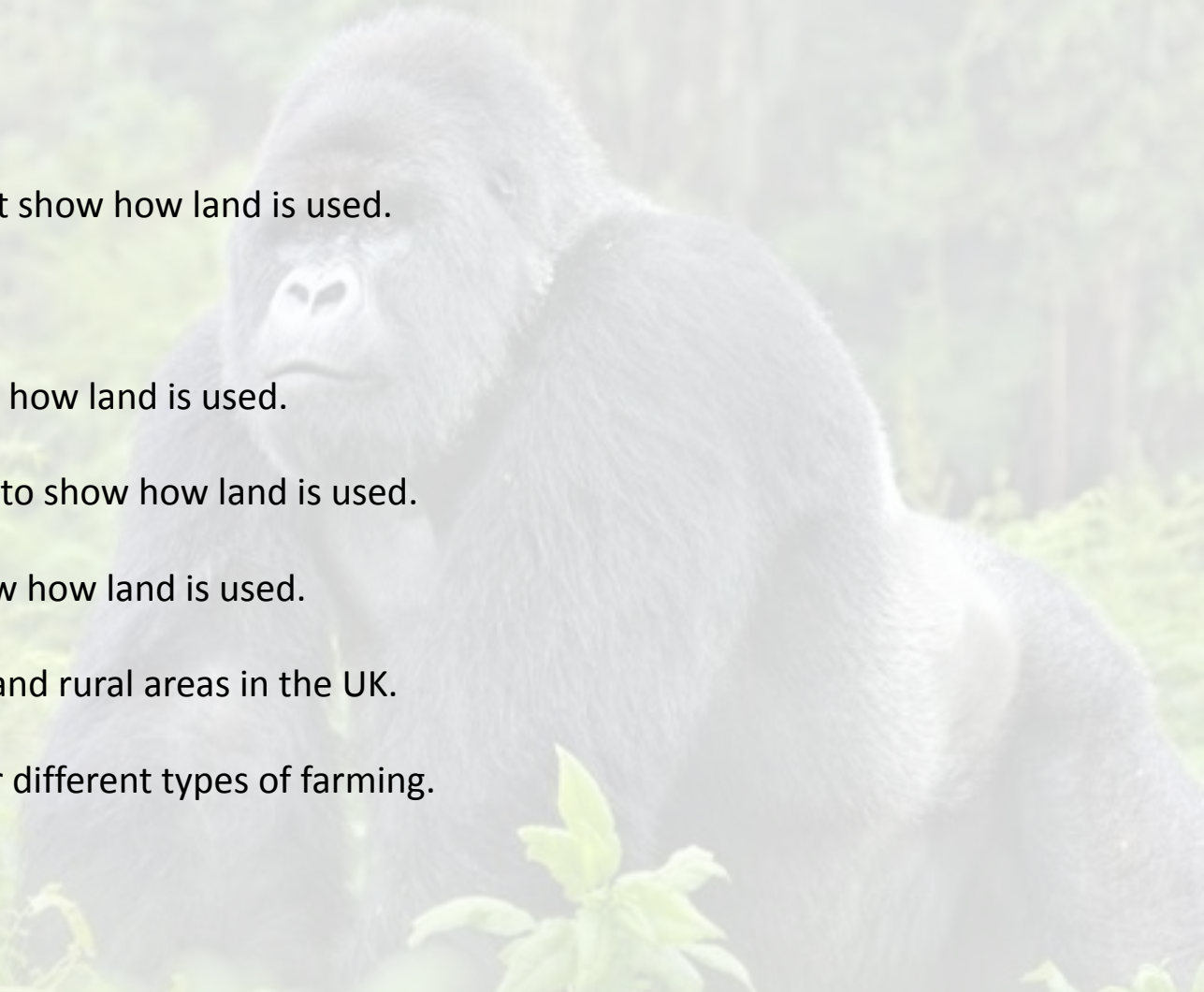
Numeracy

Our Decimal objectives are:

- I can recognise and write decimal equivalents of any number of tenths or hundredths.
- I can recognise and write decimal equivalents to a half, a quarter and three quarters.
- I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- I can round decimals with one decimal place to the nearest whole number.
- I can compare numbers with the same number of decimal places up to two decimal places.
- I can solve simple measure and money problems involving fractions and decimals to two decimal places.

Geography

- I can use simple sketch maps that show how land is used.
- I can draw a simple sketch map.
- I can use a key on a map to show how land is used.
- I can create a simple sketch map to show how land is used.
- I can create a simple map to show how land is used.
- I can describe land use in urban and rural areas in the UK.
- I can explain how land is used for different types of farming.

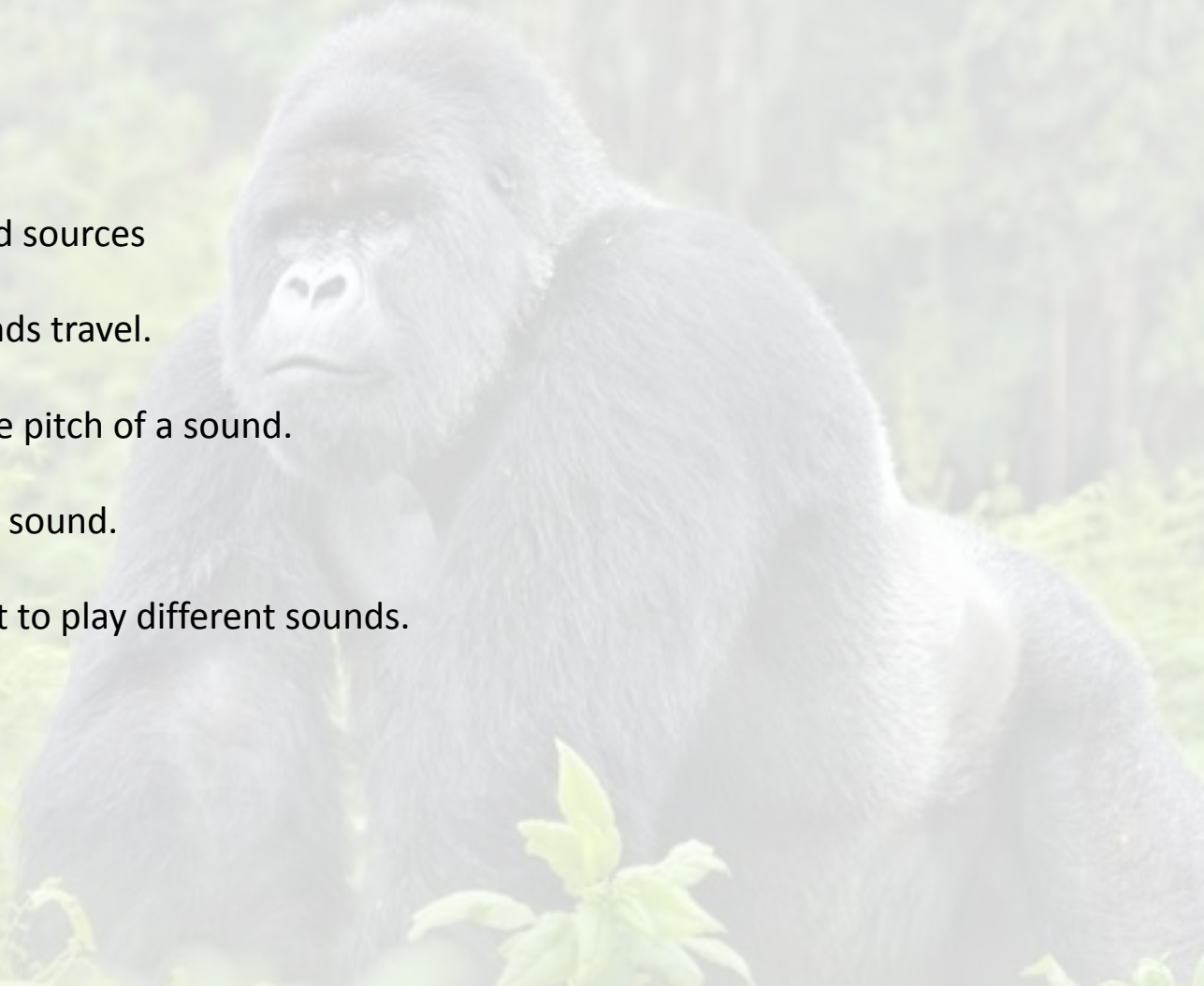


History

- I can describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were.
- I can understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.
- I can describe a typical Anglo-Saxon village and explain what jobs the people did.
- I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.
- I can explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped.
- I can explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded.

Science

- I can describe and explain sound sources
- I can explain how different sounds travel.
- I can explore ways to change the pitch of a sound.
- I can investigate ways to absorb sound.
- I can make a musical instrument to play different sounds.



Computing

- I can identify changes that we can make to an image
- I can explore how images can be changed in real life
- I can explain the effect that editing can have on an image

- I can consider the effect of adding other elements to my work
- I can compare the original image with my completed publication
- I can evaluate the impact of my publication on others through feedback

- I can sort images into 'fake' or 'real' and explain my choices
- I can combine parts of images to create new images
- I can talk about fake images

- I can talk about changes made to images
- I can choose effects to make my image fit a scenario
- I can explain why my choices fit a scenario

- I can explain what has changed in an edited image
- I can change the composition of an image by selecting parts of it

- I can identify how an image has been retouched
- I can give examples of positive and negative effects that retouching can have on an image
- I can choose appropriate tools to retouch an image

Design and Technology



- I can design a mini-raft to carry Lego men.
- I can research and build prototypes.
- I can construct a raft and evaluate the rafts that have been built; are they made well enough to stay afloat? How could they be made stronger? How many Lego people can they carry successfully?

Art

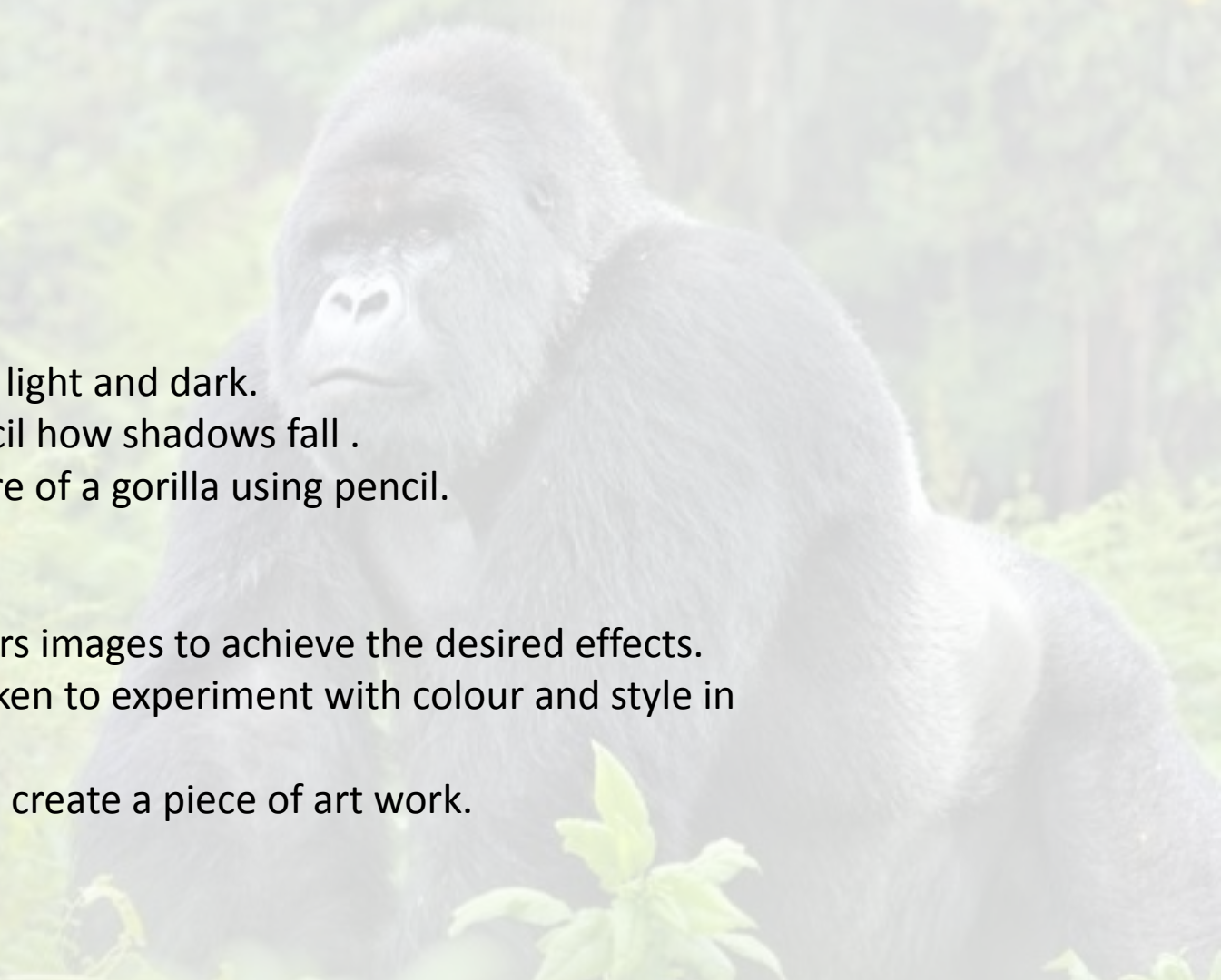
Artist Study

Gary Hodges, wildlife art.

- I can use pencil to create light and dark.
- I can represent with pencil how shadows fall .
- I can draw my own picture of a gorilla using pencil.

Andy Warhol.

- I understand how he alters images to achieve the desired effects.
- I can use photographs taken to experiment with colour and style in Computing lessons .
- I can use these images to create a piece of art work.



PSHE



- I can recognise personal qualities and individuality.
- I can develop self-worth by identifying positive things about myself and my achievements.
- I can see how my personal attributes, strengths, skills and interests contribute to my self-esteem.
- I can set goals for myself.
- I have strategies to manage when there are set-backs.
- I can learn from mistakes and reframe unhelpful thinking.

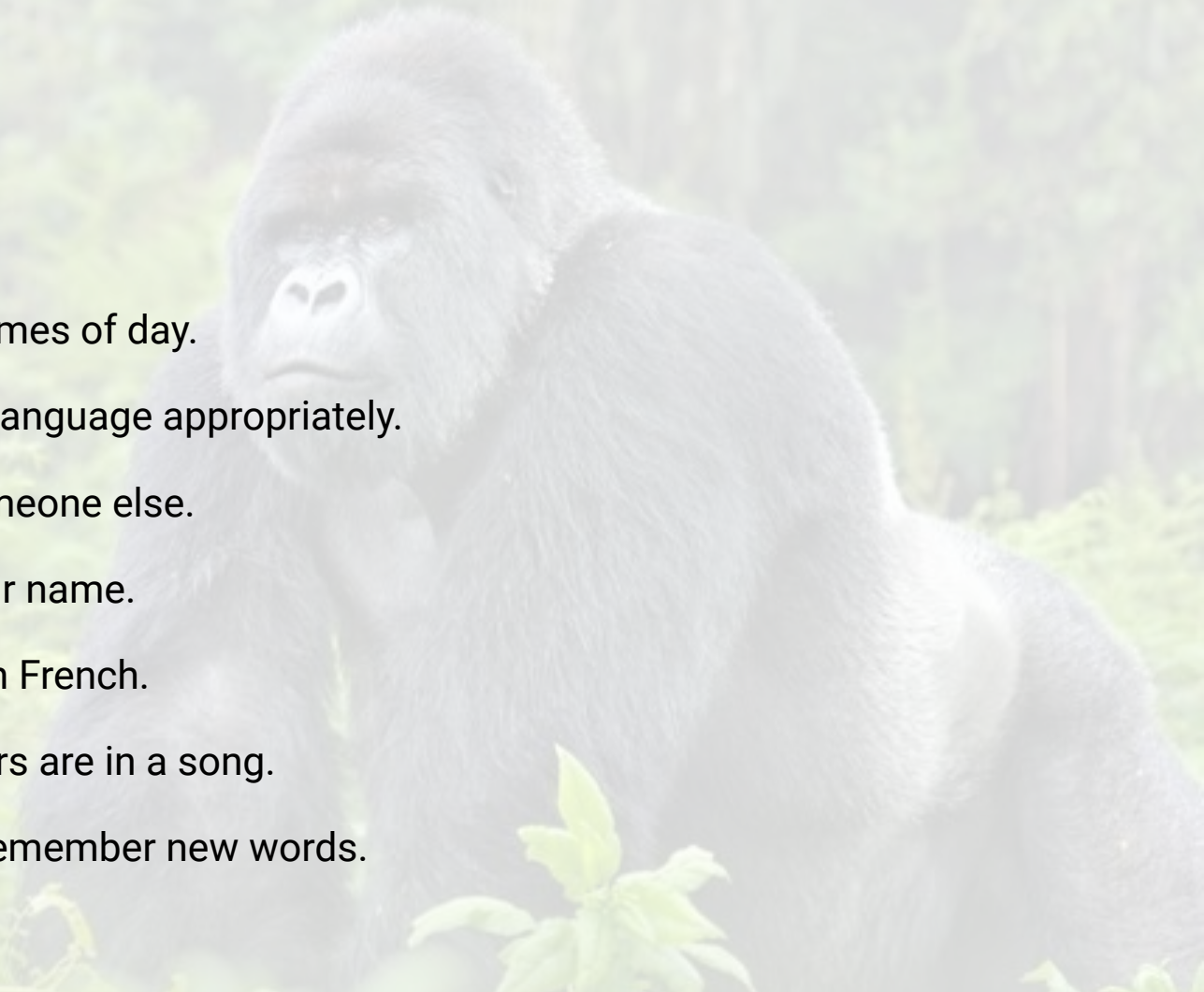
Religious Education



- I can explain connections between Biblical texts and the concept of the Kingdom of God.
- I can interpret various Biblical texts and show an awareness of different interpretations.
- I can make connections between the belief in the kingdom of God and how Christians put their beliefs into practice.
- I can identify ideas arising from the study of the Kingdom of God and comment on how they are inspiring for the world today.

French

- I can say hello for different times of day.
- I can use formal or informal language appropriately.
- I can introduce myself to someone else.
- I can ask another person their name.
- I can say the numbers 0-10 in French.
- I can join in when the numbers are in a song.
- I can use music to help me remember new words.



Music



- I can use an instrument to listen and play notes F and G.
- I can name some of the style indicators in these songs.
- I can find the pulse of all these songs and recognise some other musical dimensions when I listen to them.
- I know the difference between pulse, rhythm and pitch and can show you when I'm doing Warm-up Games.
- I can compose a simple melody with some of the songs we studied.