Year 3/4 Autumn Term Update

A Message from the Class Teachers

Firstly, thank you so much to all of the children in Year 3/4 for such a brilliant start to the year. It has been lovely getting to know everyone, making new friends and settling into our new class.

This year, the children will continue to have most morning lessons with their class teacher and rotate around the school for afternoon lessons. This gives the children the opportunity to get to know more teachers in the school, as well ensuring that they receive the best teaching in every subject area. On a Wednesday morning they have PSHE with Mrs Kipling and PE with Mrs Hughes.

Our PE days are every Wednesday and a week B Thursday, please can appropriate PE kits be worn on these days.

Homework for the children will be set every Wednesday and is due back the following Wednesday. Homework expectations are as follows:

- At least 20 minutes of reading per day (reading books are to go home each night and returned to school daily).
- 1x LBQ maths task.
- 1x Spelling homework in the form of handwriting.

This term there will be homework and novel clubs taking place to support the children in completing their homework. Every Tuesday lunchtime there will be a homework club and every Monday and Thursday a novel/library club where children can change their library books and enjoy a quiet space.

We are excited for the term ahead and look forward to continuing our learning journey!

Team Year 3/4 (Miss McCarthy and Miss Cranson).



Class 3/4M will be working on core English skills through reading, writing and spelling, punctuation and grammar (SPaG) lessons.

In our writing lessons this term, we will be using the scheme 'The Write Stuff' to scaffold the children's writing and build a rich, wide-ranging vocabulary. We will begin by using the short story 'The Incredible Book Eating Boy' by Oliver Jeffers to write both a comedy narrative (fiction) and a persuasive advert (non-fiction). This will be followed by using the question "Should we feed animals at national parks?" to inspire independent thinking and consequently write both a balanced argument (non-fiction) and a letter (non-fiction).

Alongside writing, weekly reading lessons will build fluency and comprehension through:

- Supported, choral, and independent reading.
- Explicit vocabulary instruction.
- Inference and comprehension practice.

Each week there will be a short extract used within these lessons in addition to the class novel 'James and the Giant Peach' by Roald Dahl and the children's own school reading books.

Each Wednesday, Class 3/4M focuses on a specific spelling rule, bringing target words home for practice. Every writing lesson also starts with a brief spelling activity to reinforce tricky words. Dedicated fortnightly afternoons will also work to pair handwriting practice with explicit SPaG targets, such as inverted commas, directly supporting pupils' independent writing.



This term, Class 3/4M will be deepening their mathematical understanding through our White Rose Maths framework, which has been specifically tailored to meet the National Curriculum expectations for our mixed Year 3 and Year 4 class.

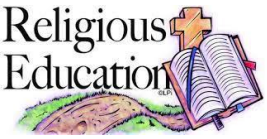
Our primary focus will be building strong foundational fluency and conceptual understanding across key areas:

- Place Value: Mastering numbers up to 10,000, understanding positional value, partitioning, and comparing quantities using concrete equipment and visual models.
- Addition and Subtraction: Developing efficient mental and formal written strategies for addition and subtraction.
- Multiplication and division: Strengthening rapid recall and fluency in multiplication and division facts.
- Spatial & Geometric Thinking: Concluding the term with an introduction to area, exploring how visual representations directly link to multiplicative concepts (e.g., array models and grid structures).

A core part of our approach focuses on reasoning and problem-solving. Rather than just finding an answer, pupils will be encouraged to ask *"Why?"*, explain their thinking, analyse patterns, justify their answers, systematically solve multi-step problems and use key mathematical vocabulary to articulate their methods.

This term Class 3/4M will explore what makes a scientist by developing the Plymouth Science enquiry skills—asking testable questions, identifying patterns, classifying materials, and making fair measurements. Their first major unit will cover electricity, tracking how it travels from power stations to our homes and how to stay safe around mains appliances. Through hands-on investigation, children will build simple series circuits using cells, wires, switches, bulbs, and buzzers, while testing various materials to identify electrical conductors and insulators.

In their second unit, animals, including humans, pupils will dive into human biology by mapping the digestive system and exploring how organs break down food. They will examine different human teeth (incisors, canines, premolars, and molars) to understand their specific roles and learn the importance of dental hygiene. Finally, the class will study habitats by constructing food chains to model energy flow between producers, predators, and prey.



This term, our RE lessons will explore our core question: “What does it mean to be a Sikh in Britain today?”. To investigate this, pupils will work as theologians, sociologists, and philosophers as they learn to:

- Make sense of Sikh beliefs: We will look at core beliefs such as the belief in one God, the teachings of Guru Nanak, equality, and service (*seva*). Children will also explore the Mool Mantar and see how these foundational texts shape Sikh life.
- Understand the impact: Pupils will connect the lives of key figures—such as Guru Nanak (and the practice of *langar*) and Guru Gobind Singh (and the *Khalsa*)—to how Sikhs practice their faith today through community service, hard work, and devotion.
- Make connections: Children will have the opportunity to discuss key values like equality and honest work, considering why these matter today and reflecting on which values could make a positive difference in their own lives and the wider world.

Throughout this unit, we will also reflect on our school vision's big question: *“How can we find the courage to defend someone from another religion or background when they are being treated unfairly or unkindly by others?”*.



In history this term, we will be answering the question, ‘Why did the Romans march through County Durham?’. We will begin by enquiring how the Roman Empire expanded through Europe. We will then explore how and why the Romans invaded Britain. Next, we will study the reasons for the success of the Roman army before finally unravelling the reasons why the Romans marched through our local area and even settled in forts like Binchester.



In geography this term, the children will learn about the continent they live on. Pupils will locate European countries and capitals on a map, identify human and physical characteristics and compare geographical similarities and differences between Italy and the United Kingdom. We will zoom in on Bologna and compare it with Durham city. We will explore the importance of The Mediterranean Sea.



This term the children are bringing joy, wisdom, and courage to an exciting unit on Abstract Art. Children are building on essential drawing skills—focusing on line control, shape, pattern, and facial proportions—while discovering how art can express personality and emotion beyond realistic painting.

Pupils began by exploring works by artists like Wassily Kandinsky and Sandra Silberzweig, using their sketchbooks to test mark-making and record ideas (wisdom). They will also develop their understanding of colour theory, mixing paints and pastels to create "emotional colour wheels" that explore harmonious and complementary colours (joy).

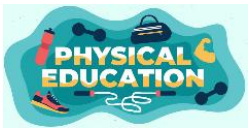
For their final project, children are showing creative courage by using mirrors and photographs to draw and paint a bold self-portrait in the style of Sandra Silberzweig, finished with strong black outlines. To complete the unit, pupils will evaluate their finished artwork against their sketchbook studies, reflecting on how their technical drawing control and confidence have grown.



In music this term we will be learning to play the violin and developing ensemble and performance skills. We will focus on long and short sounds. This will be achieved through listening and appraising different songs before playing along with them. There will also be the opportunity to improvise and compose (within given parameters).



This term is about improving our ICT skills. Building on those we have already, such as being able to sign in, while adding new ones. Y3 will be introduced to Google Slides and Docs as well as Mr Brookes' favourite - Google Sheets, while Y4 will deepen their knowledge and ability with those programs. Along the way Y3 will learn how to email and improve their typing skills. Alongside this, every lesson will have questions for us to think about around how to stay safe online.



Our PE lessons are built around four main areas of development: Physical, Cognitive, Social and Emotional. Whatever the PE topic, we aim to develop the whole child - physically, cognitively, socially and emotionally - while helping every pupil live out our values of Joy, Wisdom and Courage. In PE this term we have started with Netball. The unit of work explores how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils are learning how to keep possession and eventually score to win a modified game. We will then move onto our Dance topic. The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporating apparatus.



French

Bonjour! Comment ca va? In French this term, the children will recap how to say hello and greet others. We will be learning to count to 30! Next will be giving the time and learning the days of the week. Following on from that we will learn about different hobbies. We will also learn the phonics “i”, “oi”, “ch” and “j” before ending the term with a look at the holiday season in France.

Year 3

In our first puzzle piece 'Being me in my world,' children reflect on their achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears, using courage to discuss what helps a school feel safe and supportive. Children compare nightmare and dream schools, drawing on wisdom to develop an understanding of rights, responsibilities, and how their individual behaviour and choices affect others. Working together to create and follow their Learning Charter, they focus on teamwork, fairness, and inclusion—fostering a classroom environment filled with joy. By the end of the Puzzle, children recognise how their actions impact others and take proud responsibility for upholding our whole-school Learning Charter with wisdom and courage every day.

We will then be moving onto our second Jigsaw piece ' Celebrating Difference.' In this puzzle, children explore different types of families and why they are important, showing wisdom as they learn how to manage disagreements calmly and solve problems together. They develop a clear understanding of what it means to be a witness to bullying, finding the courage to stand up for what is right and recognizing how their actions and words can help or harm others. Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. By giving and receiving compliments with joy, they reflect on how the words we choose affect feelings, building a safe, inclusive community grounded in kindness and respect.

Year 4

In our first puzzle piece ' Being me in my world,' the children explore what it means to be part of a class team, reflecting on inclusion, friendship, and how their actions affect others. Across the six Pieces, they develop the courage to share their own thoughts, opinions, and ideas while discovering the joy that comes from true belonging and positive relationships. Children learn about their roles in school and how to contribute meaningfully to their community, exercising wisdom as they navigate rights, responsibilities, and democracy. They consider how rewards and consequences influence behaviour and practise empathy to make thoughtful, sensible decisions. By the end of the Puzzle, children understand how responsible choices and active participation benefit their entire school community, taking courage in standing up for what is right, finding joy in working together, and using wisdom to shape the Learning Charter as their shared outcome.

We will then be moving onto our second Jigsaw piece ' Celebrating Difference.'In this puzzle, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and having the courage to question their own judgements. Across the six Pieces, children reflect on what makes them special and unique, finding joy in celebrating physical differences, individuality, and inclusion. They exercise wisdom to develop a deeper understanding of bullying—including the roles of bystanders and witnesses—and learn how to seek help and solve problems safely. Protected characteristics are introduced, including age, disability, race, and sex, giving children the knowledge to practise kindness, respect, and empathy. As they explore how opinions can change when people get to know one another, children draw on wisdom to look beyond surface appearances, showing courage to stand up against unfair

If you have any concerns, then please do not hesitate to get in touch with the Year 3 team.

Yours sincerely,

Miss Newton, Miss McCarthy and Miss Cranson