Eastgate Academy

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# Curriculum Newsletter – Years three and four.

Our Newsletter will give you an overview of our learning for this half-term in all our subjects.

## Literacy

In Literacy this half-term we are looking at the Pixar Animation 'The Blue Umbrella'. This can be found on YouTube should you wish to watch it at home. We will be learning about dialogue and how to use speech marks correctly, what a simile is, how to use personification by describing an object as having human qualities and we will be checking whether we have remembered our capital letters and full stops. We will also be exploring what an imperative verb is when we command someone to follow an instruction; as well as a preposition, which tells us the position of something. The Blue Umbrella unit ends with a lovely longer piece of writing where we can explore creating our own characters in a similar setting. The longer piece of writing will be independent, where we will use all of the skills we have learned throughout the unit.

## Maths

In this half term, children explore the structure of 100 as well as count in 100s. Children should understand that 10 tens are equivalent to 1 hundred. Children will learn to state the number of tens that make up any 3-digit multiple of 100. Once children are confident, they look at the structure of a 3-digit number by considering how many hundreds, tens and ones it is made up of, using place value counters. By describing numbers such as 253 as being made up of 2 hundred counters, 5 ten counters and 3 one counters, children can more easily begin to think of this as 2 hundreds, 5 tens and 3 ones. The children will then move onto addition and subtraction. Mental addition and subtraction skills will



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be developed and extended to include adding and subtracting 100s and 1,000s to and from 3-digit and 4-digit numbers. The focus is on mental rather than written strategies, which are covered later in the year. Year 3 children begin by using base 10 within a place value chart to explore the effect of adding or subtracting 1s, 10s, 100s or 1,000s. Year 4 children should be familiar with a range of representations and will be encouraged to explore the effect of adding or subtracting multiples of 1, 10, 100 or 1,000 by discussing which columns always, sometimes and never change.

## History

This unit builds on chronologically from the study of Ancient Egypt. It elaborates on the concepts of power and democracy and includes study of Ancient Greece, Greek life and achievements and their influence on the Western World. Children will see examples of realistic sculptures and statues that the Greeks created and will learn how their artistic style went on to influence the Roman art of the Renaissance. Children will learn about the development of Athenian Democracy and will contrast the values held by the citizens of the Athens with those of the war focussed Spartans.

## Science

This half term we will explore the human body. We will discuss muscles, including that voluntary muscles are the muscles you can control, our bodies also depend on muscles that move without us thinking or deciding that they should. These are called involuntary muscles. Our heart is an involuntary muscle; there are also involuntary muscles in our intestines that move our food through our digestive tracts. Involuntary muscles work all the time without a conscious command from us. We will explore the skeleton, looking at endoskeleton and exoskeletons and discussing the difference. The children will learn about the human brain, and how our brain is an organ which acts as the

command centre for the messages that run around our body. We will discuss and explore the digestive system, which is a group of organs that work together to convert food into energy and nutrients that are essential for our bodies. Finally, we will explore healthy diets.

## RE

In this unit, children will consider their own views on how the world was created. Children will agree and disagree respectfully through: Reflection tasks Discussions Set activities Teachers will support children in developing respectful responses, using sentence stems such as: “Personally, I believe…” “I am a ____, so I believe…” “I don’t believe that, but I understand that others do.” It is important that children feel comfortable sharing their views while listening to others. Learning about different perspectives helps them recognise similarities and differences and builds respect and tolerance. By practicing these skills, children will engage in meaningful discussions, learning how to express their ideas clearly while respecting others.

## Computing

In this unit we will study effective searching and unpacking hardware and software. We will explore to understand what a search engine is, how it works and how to use simple keywords to find information online. We will explore how search engines collect, sort and rank results, and why some results appear first. We will learn advanced ways to improve searches so we can find the most accurate and useful results quickly and develop strategies to judge whether information online is true and if sources can be trusted. We will learn to identify and describe different pieces of computer hardware and understand their functions. We will explore what software is and how we use it to complete tasks.

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# Art

This unit introduces the children to how artists use light. It starts by connecting the concept of light to the concept of form, leading on to looking at how different tones artists can use to show light as well as learning, through the work of Caravaggio, and how artists can use extremes of light to create drama. Children practise the skills learnt in year 3 to create still life drawings using graphite, chalk and charcoal to show tone.

The children then look at the work of Vermeer, another master of light, considering how he used extremes of light to create a calm realism. They compare this with the drama of the work of Caravaggio. The children then develop their skills using acrylics to paint a still life using tone to create form. They learn how painters traditionally used a 'ground' and 'underpainting' as a basis for their paintings and use the same techniques. They revise how, with opaque materials artists work from dark to light, referring back to their work with oil pastels in year 3 where they used the same principle. The unit concludes by exploring how 20th and 21st century artists have used light. Goncharova makes light the subject of her work and Rana Begum uses light as one of the materials from which she makes her work.