



**Milesmark Primary School**

**Term 1**

**Learning Overview for Primary 3/4**

<p style="text-align: center;"><b>LITERACY</b></p> <p><b><u>WRITING</u></b> Primary 3/4 will focus on the key features of personal and persuasive writing, with an emphasis on punctuation and grammar. For personal writing, they will create pieces about a special holiday or trip, linking their work to our travel and tourism topic. For persuasive writing, they will design brochures promoting a holiday destination of their choice. All children will be developing their independent writing skills, with most focusing on expanding their understanding and use of punctuation and grammar skills, including connectives. Some children will be learning to organise their writing into paragraphs, using linking words.</p> <p><b><u>SPELLING &amp; PHONICS</u></b> All children will be using their phonics skills and sounding out strategies to help spell common words. Some children will focus on specific sound rules and patterns that we have been learning in class. Others will apply their phonics knowledge and spelling strategies when spelling both familiar and new words. They will also practice blending sounds to build CVC and CCCVC words.</p> <p><b><u>READING</u></b> All children will be developing their comprehension skills by answering questions about close reading passages. They will also work on understanding the sequence of events in a story. Most children will focus on identifying key details and making simple inferences based on the text. They will also begin to explain reasoning behind actions and events. Some children will work on deeper comprehension skills, such as predicting, summarising and comparing.</p> <p><b><u>LISTENING &amp; TALKING</u></b> Primary 3/4 will continue to develop their skills in listening respectfully to others during whole-class discussions. They will explore the key features of personal and persuasive writing by talking about real-life examples of these types of writing. Children will also practice asking and answering questions about texts they have read closely, helping to deepen their understanding and support their learning.</p>	<p style="text-align: center;"><b>NUMERACY AND MATHEMATICS</b></p> <p><b><u>NUMERACY</u></b> All children will be developing their understanding of whole numbers and how numbers can be broken down into their expanded forms. They will also take part in regular “<i>Number Talks</i>” to help build confidence with mental maths strategies, particularly focusing on addition and subtraction. They will begin applying their knowledge to solve word problems involving addition and subtraction. Most children will be working on place value up to 1000, using concrete materials (such as base-ten blocks) and place value mats to help build and strengthen their understanding. Some children will focus on numbers up to 100, using practical resources and visual aids to support their learning of place value concepts.</p> <p><b><u>MATHEMATICS</u></b> Pupils will learn to identify and name a variety of 2D and 3D shapes. All pupils will be able to accurately name common shapes and some will begin to describe and understand their properties. Most pupils will use language such as side, face, edge, surface, curved, base, angles and vertices when describing shapes. Pupils will begin to identify examples of tiling in the environment and will be able to apply their knowledge of the features of 2D shapes to create tiling patterns incorporating two different shapes. Pupils will be able to explain why a shape might or might not tile.</p> <p><b><u>MATHEMATICAL VOCABULARY</u></b> All children will be learning and using key mathematical words related to place value and number operations. This includes terms like <i>ones, tens, hundreds, thousands, digit, place value, addition, subtraction, sum, difference, and expanded form</i>. Some children will also explore vocabulary related to problem-solving, such as <i>estimate, calculate, and regroup</i>. Children will be encouraged to use these terms confidently when explaining their thinking and during “<i>Number Talks</i>”. This will help all children communicate their understanding more clearly and build stronger number sense.</p>
<p style="text-align: center;"><b>HEALTH AND WELLBEING</b></p> <p><b><u>P.E</u></b> Primary 3/4 will be using fitness stations to develop their physical fitness including strength and endurance. They will also focus on developing teamwork and listening skills through team games. Additionally, P3/4 will be learning about flexibility and balance through gymnastics</p> <p><b><u>HEALTH</u></b> All children will learn about how food is planted, grown, and harvested, and the journey it takes to get to their plates. All children will take part in discussions about the importance of local produce and how choosing local foods can benefit our environment. All children will participate in a Harvest Assembly to show their learning. In addition, children will focus on emotional wellbeing by working on Decider Skills. These skills will help them develop strategies to understand and manage their feelings and emotions effectively.</p>	<p style="text-align: center;"><b>TOPIC</b> <b><u>OUR PROJECT IS:</u></b></p> <p>This term for our Travel and Tourism topic, Primary 3/4 will take on the role of travel agents. They will research key information about a holiday destination of their choice and use what they learn to create persuasive brochures aimed at holidaymakers. In our Light and Sound topic, children will conduct a variety of hands-on experiments to explore and explain concepts such as noise and pitch.</p>