

Arrochar Primary School  
Curriculum Bulletin  
Primary 3/4

TERM 3 – YEAR 2020/21

This term Primary 3/4 will be working on the following themes and topics.

Curriculum Area	Topic: Our Local Area
<p><b><u>Languages</u></b> <b>Literacy and English</b> Reading Writing Talking and Listening</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Myon online reading and group readers, comprehension work relating to story.</li> <li>• Reading in school will be heard twice a week. Emphasis will be placed on fluent reading aloud and using punctuation in the text and expression in our voices, to tell the story.</li> <li>• Accelerated Reading sessions with discussion of texts read.</li> <li>• With discussion, identifying facts, the writer's views in a piece of text and then share my thoughts on various aspects of the text.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Varied spelling patterns in groups. Also spelling work on high frequency words that have no spelling pattern.</li> <li>• Using these spelling words in daily/weekly spelling tasks.</li> <li>• Spelling common words, from across the curriculum, correctly.</li> </ul> <p><b>Punctuation and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops, commas, question marks, exclamation marks and speech marks</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Using different types of writing with a particular focus on informative and discursive writing this term.</li> <li>• Using varying/a wide range of sentence openers.</li> <li>• Using speech bubbles to indicate direct speech.</li> <li>• Using a wide range of adjectives to describe a noun.</li> <li>• Using correct positioning of letters that sit on the line and that have tails that go under the line.</li> <li>• Using pictures and other features to make writing attractive for the reader.</li> </ul> <p><b>Talking and Listening:</b></p> <ul style="list-style-type: none"> <li>• Listening to each other and using our voices to talk with a purpose – Google Meets</li> <li>• Sharing several items of information in a logical sequence and then recalling facts and information from others – news time</li> <li>• With support, preparing and giving a simple talk in school, about an object/interest or experience using appropriate language and props.</li> </ul>
<p><b>Modern Languages</b> French Gaelic</p>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>• The weather</li> <li>• Sport</li> <li>• Animals</li> <li>• Alphabet and phonics</li> <li>• School and the classroom</li> </ul> <p><b>Gaelic:</b></p>

	<ul style="list-style-type: none"> <li>• Food</li> <li>• Colours</li> <li>• Gaelic customs and traditions</li> </ul>
<p><b><u>Mathematics</u></b>  Numbers, money and measure  Shape, Position and Movement</p>	<p><b>Number, Money and Measure:</b></p> <ul style="list-style-type: none"> <li>• Estimation and rounding</li> <li>• Introduction of using a range of strategies for division, including recall of appropriate table facts.</li> <li>• Work with word problems with various number of steps and different operations.</li> <li>• Time – half past, quarter past, quarter to, am, pm, 24 hour clock, seconds, minutes, hours, seasons, days in a year &amp; working with date.</li> <li>• Area – counting squares and creating shapes with a given area.</li> <li>• Weight – reading scales, kg and g</li> <li>• Mathematical operators – function machines, number statements using &lt; and &gt; &amp; 'not equal to', = sign as a balance, simple algebra.</li> </ul> <p><b>Shape, Position and Movement:</b></p> <ul style="list-style-type: none"> <li>• Introduction and revision of right angles.</li> <li>• Introduction and revision of using the terms full turn, half turn, quarter turn, clockwise, anti-clockwise, right turn, left turn and right angle</li> </ul> <p><b>Triangles:</b></p> <ul style="list-style-type: none"> <li>• Revising and consolidating 2, 4, 5 and 10 times tables</li> <li>• Working with 2D and 3D shape – pentagons, hexagons, octagons, triangular prisms, square based pyramids, measure perimeter of 2D shapes &amp; tiling.</li> </ul> <p><b>Squares:</b></p> <ul style="list-style-type: none"> <li>• Revising and consolidating 2, 4, 5, 8 and 10 times tables</li> <li>• Working with 2D and 3D shape – pentagons, hexagons, octagons, triangular prisms, square based pyramids, measure perimeter of 2D shapes &amp; tiling.</li> </ul> <p><b>Circles:</b></p> <ul style="list-style-type: none"> <li>• Working with 2D and 3D shape – edges, vertices, faces, base, perimeter, angles &amp; tiling.</li> <li>• Introduction of 3, 6 and 9 times table</li> <li>• Using &lt; and &gt; to compare numbers within 1000.</li> </ul>
<p><b><u>IDL</u></b>  People, place and environment  People in society, economy and business  Literacy  Numeracy  Expressive Arts  HWB</p>	<ul style="list-style-type: none"> <li>• Discuss and identify specific things in our local area e.g.(parks/shops/houses/roads/lochs/mountains/castles etc)</li> <li>• Research to find differences and similarities between our area and another area in Scotland</li> <li>• Map our local area in relation to Scotland and Argyll &amp; Bute and label important places</li> <li>• Identify natural things in our local area</li> <li>• Discuss and describe how the land in our local area is used</li> <li>• Discuss and plan something we would like to have, that would improve our local area i.e. park, amenity, resource etc.</li> <li>• Identify places in our local area that help people.</li> <li>• Identify and discuss what types of jobs there are in our local area</li> </ul>
<p><b><u>Technologies</u></b>  Craft and Design  I.C.T</p>	<ul style="list-style-type: none"> <li>• Using an iPad/tablet to photograph and research information</li> <li>• Using a search engine to locate information</li> <li>• In school, filming a short talk on an iPad and replaying it for an audience</li> </ul>

	<ul style="list-style-type: none"> <li>• Creating a miniature model of our local area</li> <li>• In school, recording each other reading from our reading books, using tone and voice to reflect the story.</li> </ul>
<u><b>Sciences</b></u> Forces, Electricity and Waves Biological Systems	<ul style="list-style-type: none"> <li>• What is a sound?</li> <li>• Diet and Exercise</li> <li>• Inherited characteristics</li> <li>• Continuation of a species</li> </ul>
<u><b>Religious and moral education</b></u> Beliefs Values and Issues	<ul style="list-style-type: none"> <li>• Shabbat</li> <li>• Welcoming a Baby</li> <li>• The Easter Story</li> <li>• General Easter Customs</li> </ul>
<u><b>Expressive Arts</b></u> Art and design Music Drama	<b>Art and Design:</b> <ul style="list-style-type: none"> <li>• Drawing/sketching various aspects and views of our local area</li> <li>• Drawing a 2D map and creating a 3D map of our local area</li> <li>• Designing and creating a new item for our local area</li> <li>• Line drawing of a local landmark</li> <li>• Recreating a piece of art in the style of a local/Scottish artist</li> </ul> <b>Music:</b> <ul style="list-style-type: none"> <li>• Listening to and appreciating music from or about my local area</li> <li>• In school Mrs Ridland's music lessons</li> </ul> <b>Drama:</b> <ul style="list-style-type: none"> <li>• Acting as a tour guide for a local landmark or particular place in my area</li> <li>• Acting out some real-life events that have happened in our local area</li> <li>• Learning a traditional Scottish Dance</li> </ul>
<u><b>Health and wellbeing</b></u> P.E. Health Mental, emotional, social and physical wellbeing Cooperation and competition Relationships Physical Activity, Nutrition and Health	<b>P.E.</b> <ul style="list-style-type: none"> <li>• Continuing general Fitness</li> <li>• Jogging/Running/HITT sessions</li> <li>• Outside games, including Hockey and Football, in school</li> </ul> <b>P.E.P.A.S:</b> <ul style="list-style-type: none"> <li>• Exploring the Rights of the Child and showing respect for others rights</li> <li>• Showing how we communicate with others appropriately to achieve a common goal</li> <li>• Discussing factors that can affect how we are feeling</li> <li>• In school, showing we can respect others personal space and boundaries when playing games.</li> </ul> <b>Healthy Lifestyles:</b> <ul style="list-style-type: none"> <li>• Knowing that food is important as it provides energy to grow, learn and be active.</li> <li>• Knowing the importance of drinking enough water</li> </ul>
<u><b>Homework</b></u>	<p>Due to Covid restrictions there will be no homework at present.</p> <p>I will post the weekly spelling words on Google Classroom, but please be reassured we will be practicing the words in school when we return.</p> <p>I would however, encourage the children to read at home as much as they possibly can.</p> <p>They can access their Myon and AR reading account at home which will allow them to read independently and sit a quiz on a finished book, which</p>

	<p>earns them points. The details of their login are in the children's diaries. Parents can also check the ZPD level of any book using the following link: <a href="https://www.arbookfind.co.uk/default.aspx">https://www.arbookfind.co.uk/default.aspx</a> which will ensure your child is reading within their level.</p>
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**NB: If there are any topics where you have knowledge, expertise or resources please contact class teacher.**