



# Romanby Primary School

## Y3/4 (2025-2026)

**Welcome back to another school year!**

### **Our Year 3&4 classes this year are:**

Y3/4SWHC: Mrs Weeks (Monday, Tuesday and Wednesday) with Mrs Crocker (Thursday and Friday)

Y3/4LH: Mrs Hugill

Y3/4ES: Mrs Seal

Mrs Jones, Mrs Taylor and Ms Pollit will also be assisting the children in the mornings then working with individuals and small groups in the afternoons on various days throughout the week.

### **Timings**

Children will be collected from the playground at 8:50am ready to begin learning at 9:00am. The school day ends at 3:25pm. Please note there will be no supervision on the playground until 8:50am.

### **Key Dates**

Jorvik and Dig Trip (date TBC in Autumn 2)

Year 3&4 Christmas party- Monday 15<sup>th</sup> December

Parent theme open afternoon Friday 12<sup>th</sup> December

### **Reminders**

- All clothing and footwear should be clearly labelled with your child's name.
- Children should come into school wearing their PE kits on their PE days. These are:

Y3/4SWHC: Thursdays (indoor) and Fridays (outdoor)

Y3/4LH: Thursdays (indoor) and Tuesdays (outdoor)

Y3/4ES: Tuesdays (indoor) and Thursdays (outdoor)

- Our school P.E. kit consists of a plain white t-shirt, dark shorts/ leggings/ joggers and trainers. Please note that trainers should not double up as school shoes and should be sturdy enough for muddy days outdoors. You may also want to include spare socks for your child.
- Any child whose hair is long enough to be tied back must have it tied back for P.E. and they should bring in a bobble for this purpose. Earrings must be removed (by the child).
- The only jewellery allowed to be worn in school are watches and *discrete* stud earrings.
- Nail varnish should not be worn to school.
- We encourage children to bring a water bottle in to the classroom to keep them hydrated.
- We will visit the school library each week and children will be encouraged to choose up to 3 books. The library visit days are:

Y3/4SWHC: Tuesdays

Y3/4LH: Mondays

Y3/4ES: Fridays

### **Homework Expectations**

- 10-15 minutes of reading (*at least 5x per week*). Reading records to be signed by parents/carers for teachers to check.
- 10-15 minutes of Spelling Shed/ weekly spellings from the spelling list

- CGP Reading comprehension, punctuation and grammar booklets as well as White Rose maths booklets. These books will be due on Wednesdays. You are encouraged to mark these at home with your child using the answers in the back but they will be looked at as a class on Wednesday mornings.
- 10-20 minutes of Times Table Rock Stars practise
- Creative homework linked to learning project (optional)

**Knowledge organisers** for the projects are available to download from our school website under Year 5/6 or you can follow this link: <http://romanby.n-yorks.sch.uk/children/y3-4/>

**Recommended reading lists** for each year group can be found by following this link: <http://romanby.n-yorks.sch.uk/children/y3-4/supporting-your-child-y3-4/>

**Spelling overview for Autumn term:**

### Year 3 Weekly Spellings Autumn Term 1

Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
'ow' sound	'ou' makes 'u'	'y' makes 'i'	-sure ending	-ture ending	Challenge words
mouth sprout around sound spout ouch hound trout found proud	touch double country Trouble young cousin enough couple encourage flourish	symbol gym myth synonym Egypt lyrics Pyramid system mystery gymnastics	treasure measure leisure pleasure pressure exposure enclosure closure disclosure composure	adventure future picture nature creature furniture capture sculpture fracture mixture	actual bicycle answer circle earth enough island fruit often popular

### Year 3 Weekly Spellings Autumn Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Prefix 're-'	Prefix 'dis-'	Prefix 'mis-'	'-ing', '-er', '-ed' to multisyllabic words	'-ing', '-er', '-ed' to multisyllabic words	Words with irregular spelling patterns
redo return refresh redecorate reappear revenge review replay reaction rebound	disappear disapprove disobey disable disappoint dislike disadvantage dislodge dislocate disagree	mistake misbehave mistrust misaid misspell misuse misunderstanding misread misplace mislead	developing developed limited limiting gardener gardening covering covered listening listened	equipped forgotten beginning propelled preferred permitted regretting committed forbidden forgetting	centre decide notice heart learn therefore disappear regular early minute

## Year 4 - Autumn Term 1

Week 1 Words that are homophones	Week 2 The prefix 'in-' meaning 'not'	Week 3 The prefixes 'il-', 'im-' and 'ir-'	Week 4 The prefix 'sub-' meaning 'below' or 'further divided'	Week 5 The prefix 'inter-' meaning 'between' or 'among'	Week 6 Challenge words
accept except knot not peace piece plain plane weather whether	inactive incorrect invisible insecure inflexible indefinite inelegant incurable inability inadequate	illegal illegible immature immortal impossible impatient imperfect irregular irrelevant irresponsible	submarine subject subway submerge subtropical subdivide subheading substandard subtitle submit	interact intercity international interfere interview intercept intercom internet interchange interface	calendar appear believe grammar increase interest opposite straight strength women

## Year 4 - Autumn Term 2

Week 1 Words ending in '-ation'	Week 2 Words ending in '-ation'	Week 3 Words with the suffix '-ly'	Week 4 Words ending in '-lly'	Week 5 Words where 'ch' makes a /sh/ sound	Week 6 Challenge words
information sensation preparation vibration decoration donation duration registration population determination	adoration admiration coronation detonation observation location generation exploration combination illustration	sadly completely wildly bravely gently foolishly proudly horribly nervously happily	usually finally beautifully thoughtfully wonderfully carefully faithfully peacefully cruelly generally	chef chalet machine brochure parachute chute chaperone chandelier crochet quiche	complete continue experiment famous favourite February naughty material knowledge remember

Our first Learning Project for this term is 'Invasion' and is a History based theme encompassing the other National Curriculum subjects. Below is all curriculum information linked to this.



### **Invasion (History)**

#### **Companions**

- Warm and Cool Colours (Art and design)
- Interconnected World (Geography)
- Fresh Food, Good Food (Design and technology)
- Warp and Weft (Art and design)
- Food and the Digestive System (Science)
- Sound (Science)

### **Planned term - Autumn**

#### **Suggested text**

The Saga of Erik the Viking – Terry Jones. [Interconnected World] - Collins Primary Atlas - Collins Kids

#### **Memorable experience**

The Ruin. [Fresh Food, Good Food] - Keeping food fresh. [Warp and Weft] - Textiles through time

#### **Innovate challenge**

Viking hoard. [Fresh Food, Good Food] - Designing and making a healthy packaged snack. [Warp and Weft] - Creating wall hangings. [Food and the Digestive System] - Let's investigate focus: Planning and carrying out. [Sound] - Let's investigate focus: Planning and carrying out



### **English (Linked to T4W)**

Narrative: Quest, Focus: setting description, Narrative: Wishing tale, Focus: character description

Free Verse - Anglo-Saxon poetry

Non-fiction: Playscripts, Newspaper Reports



### **Mathematics**

Y3 WRM – Autumn (v3.0)

Block 1: Number – Place value; Block 2: Number – Addition and subtraction; Block 3: Number – Multiplication and division

Y4 WRM – Autumn (v3.0)

Block 1: Number – Place value; Block 2: Number – Addition and subtraction; Block 3: Measurement – Area; Block 4 Number – Multiplication and division



### **Science**

[Food and the Digestive System] - Producers and consumers; Ecosystems; Food chains and food webs; Changes in ecosystems; Digestive system; Teeth types – incisors, canines, premolars, molars; Teeth health and dental hygiene; Working scientifically – Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research.

[Sound] - Sound facts; Investigating sound; Sound waves; How we hear sounds; Muffling sound investigation; Volume and distance investigation; Changing the volume of sound investigation; Changing the pitch of sound investigation; Investigating sound further; Working scientifically – Identifying and classifying, Comparative test, Pattern seeking, Research

### **Geography**

Geographical sources. [Interconnected World] - Compass points; Four and six-figure grid references; Tropics of Cancer and Capricorn; Countries, climate and culture of North and South America; Significant physical features of the UK; Renewable and non-renewable energy; National Rail network; UK canal network; Fieldwork; Local enquiry

**Art and design**

[Warm and Cool Colours] - Colour theory; Colour wheel; Tertiary colours; Warm and cool colours; Complementary colours; Analogous colours. [Warp and Weft] - Weaving; Exploring yarns

**Computing (Kapow)**

Autumn 1 - Computing Systems and Networks, Networks and the internet

Autumn 2 - Data Handling Comparison Cards

**Design and technology**

[Fresh Food, Good Food] - Food preservation techniques; Exploring food packaging; Prototypes; Designing, making and packaging healthy snacks

**History**

Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy

**Music (Charanga)**

Autumn 1 Musical Structures

Autumn 2 Exploring Feelings When You Play

**Personal, social and health education (Kapow)**

Autumn 1 Families and Relationships

Autumn 2 Health and Wellbeing

**Physical education (The PE Hub)**

Autumn 1 Gymnastics (Unit 1), Tag Rugby

Autumn 2 Dance (Unit 1), Hockey

**Religious education**

Autumn 1 L2.2 Why is the Bible so important for Christians today?

Autumn 2 L2.5a How do people from religious and non-religious communities celebrate key festivals? (1)

**Languages (Kapow)**

Autumn 1 This is me

Autumn 2