



Year 3/4  
Term: Autumn 1

Subject	Prior Skills/Knowledge/language	New skills	Planning
English	<p><u>Setting descriptions</u></p> <p><b>Speaking &amp; Listening:</b> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><b>Reading:</b> Becoming increasingly familiar with and <b>retelling</b> a wider range of stories, fairy stories and traditional tales.</p> <p><b>Discussing</b> their favourite words and phrases.</p> <p><b>Writing:</b> <b>Writing</b> narratives about personal experiences and those of others (real and fictional).</p> <p><b>Subordination</b> (using when, if, that, or because) and <b>co-ordination</b> (using or, and, or but).</p> <p><b>Expanded noun phrases</b> to describe and specify [for example, the blue butterfly].</p> <p><u>Travel reports</u></p> <p><b>Speaking &amp; Listening:</b> <b>Listen</b> and <b>respond</b> appropriately to adults and their peers.</p> <p><b>Ask</b> relevant questions to extend their understanding and knowledge.</p>	<p><u>Setting descriptions</u></p> <p><b>Speaking &amp; Listening:</b> Use relevant strategies to build their vocabulary. Give well-structured descriptions, explanations and narratives for different purposes.</p> <p><b>Reading:</b> Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination.</p> <p><b>Writing:</b> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme. In narratives, creating settings. Using fronted adverbials.</p> <p><u>Newspaper reports</u></p> <p><b>Speaking &amp; Listening:</b> Participate in discussions, improvisations and debates. Gain, maintain and monitor the interest of the listener(s).</p> <p><b>Reading:</b> Identifying how language, structure, and presentation contribute to meaning.</p>	<p><u>Vehicle Text – The Iron Man</u></p> <p><b>Week 1-4: Approaching threat narrative</b> 1. Immersion in the vehicle text, developing questions and creating predictions. 2. Consider language choices and the effect on the reader. 3. Familiarisation with setting description language features and structures. 4. Plan, write and edit a setting description with a change in atmosphere.</p> <p><b>Week 5-7: Newspaper Report.</b> 5. Enjoy, explore and respond to the newspaper reports, collecting key ideas and language. 6. Analyse the structure and language features of a newspaper report. 7. Plan, write and edit a newspaper report on the sighting of an alternative marine mammal.</p>

		<p><b>Writing:</b> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. In non-narrative material, using simple organisational devices.</p>	
<p><b>Maths</b></p> <p>Place value Addition and Subtraction</p>	<p><b><u>Place Value</u></b> <b>Number</b> -Count reliably with numbers from 1-20 -Order and compare numbers from 1-20 -Solve problems including doubling, halving and sharing -Add and subtract two single digit numbers</p> <p><b>Yr 1 /2 Place Value:</b> -count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward -recognise the place value of each digit in a two digit number (tens, ones) -identify, represent and estimate numbers using different representations, including the number line -compare and order numbers from 0 up to 100; use and = signs -read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems</p> <p><b>Year 3</b> -Count from 0 in multiples of 4, 8, 50 and 100; -- find 10 or 100 more or less than a given number -Recognise the place value of each digit in a three digit number (hundreds, tens, ones) -compare and order numbers up to 1000 identify, represent and estimate numbers using different</p>	<p><b><u>Place Value:</u></b> <b><u>Year 3</u></b> -<b>Count</b> from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number -<b>Recognise</b> the place value of each digit in a three-digit number (hundreds, tens, ones) -<b>Compare</b> and order numbers up to 1000 Identify, represent and estimate numbers using different representation -<b>Read</b> and write numbers up to 1000 in numerals and in words -<b>Solve</b> number problems and practical problems involving these ideas.</p> <p><b><u>Year 4</u></b> -<b>Count</b> in multiples of 6, 7, 9, 25 and 1,000 - <b>Find</b> 1,000 more or less than a given number -<b>Count</b> backwards through 0 to include negative numbers -<b>Recognise</b> the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s) -<b>Order</b> and compare numbers beyond 1,000 -<b>Identify</b>, represent and estimate numbers using different representations • Round</p>	<p><b><u>Place Value</u></b> <b><u>Year 3</u></b> <b>Week 1</b>-identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and words. Count in hundreds. <b>Week 2</b>- Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) Compare and order numbers to 1000. Compare objects and numbers to 1000. <b>Week 3</b>-Find 1, 10, 100 more or less from a given number. -Solve number problems and practical problems involving the above.</p> <p><b><u>Addition and Subtraction:</u></b> <b>Week 4</b> -Add and subtract multiples of 100, add and subtract 3digit numbers Subtract a 1-digit number from a 3-digit number. <b>Week 5</b> – Add and subtract 3-digit numbers using formal written methods of columnar addition and subtraction. Add and subtract 100s. <b>Week 6</b> –Subtract a 2 digit number from a 3-digit number. Estimate the answer to a calculation and use inverse operations. <b>Week 7</b> - Solve problems including missing</p>

	<p>representation</p> <ul style="list-style-type: none"> <li>-Read and write numbers up to 1000 in numerals and in words</li> <li>-Solve number problems and practical problems involving these ideas.</li> </ul>	any number to the nearest 10, 100 or 1,000	<p>number problems using number facts and place value</p> <p><b><u>Year 4</u></b></p> <ol style="list-style-type: none"> <li>1. Recognise place value in four-digit numbers</li> <li>2. Find 1000 more/less – round to 10, 100, 1000.</li> <li>3. Identify, estimate and represent numbers.</li> <li>4. Count backwards – negative numbers. Order/compare four-digit numbers. Read Roman numerals.</li> </ol> <p><b><u>Addition and subtraction: 5-6.</u></b></p> <p>Add/subtract up to four-digit numbers using formal methods of column addition/subtraction.</p>
<p><b>Science</b></p> <p>Animals incl humans</p>	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>-Identify similarities and differences in relation to places, animals, objects, materials and living things.</li> </ul> <p><b>Year 1 / 2</b></p> <ul style="list-style-type: none"> <li>-Asking simple questions and recognising that they can be answered in different ways</li> <li>- Observing closely, using simple equipment - Performing simple tests</li> <li>- Identifying and classifying</li> <li>- Using their observations and ideas to suggest answers to questions</li> <li>- Gathering and recording data to help in answering questions</li> </ul>	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>-Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>-Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul>	<ol style="list-style-type: none"> <li>1 – Parts of the digestive system – children will look at the basic functions of the digestive system and identify its parts.</li> <li>2 – The digestion process - Children will demonstrate and explain the process of digestion through model making.</li> <li>3 –Tooth decay– children will set up an enquiry to investigate how our teeth decay, they will learn how to keep their teeth healthy and how to prevent tooth decay.</li> <li>4 – Types of teeth – Children will look at the different types of teeth in the human body and their functions.</li> <li>5 – Food Chains – children will construct and interpret a variety of food chains of different animals.</li> <li>6 – Animals classification– children will learn to classify animals as herbivores,</li> </ol>

			carnivores or omnivores and can name producers predators and prey. 7 – End of unit assessment.
<b>Geography</b>  Climate Zones	<b>Y2 - Topics Covered in KS1 - Local Area, Zambia, The United Kingdom, Weather, Seasons and the Seaside, Continents and Oceans and Hot and Cold Climates of the World.</b> -Pupils can name and locate the seven continents of the world, the seven seas, the four countries of the UK and their capital cities. -Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human/physical geography -Pupils can identify seasonal and daily weather patterns key <b>Y3 - Prior topics as above with the addition of: Rainforests, Food and Farming and Exploring Your Local Area</b> - Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map -Pupils can, with increasing accuracy, locate cities of the United Kingdom -Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian -Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human/physical geography	- <b>identify</b> the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle - <b>describe</b> and understand key aspects of: physical geography, including: climate zones - <b>Interpret</b> and present discrete and continuous data using appropriate graphical methods, including bar charts (Yr 4) - Round decimals with one decimal place to the nearest whole <b>: Read, write and convert time</b> between analogue and digital 12- and 24-hour clocks (Yr 4)	<ol style="list-style-type: none"> <li>1. Identify the different lines of latitude and explain how latitude is linked to climate</li> <li>2. Locate different climate zones and explore the differences between the Northern and Southern Hemispheres</li> <li>3. To identify the characteristics of each climate zone.</li> <li>4. Compare temperate and tropical climates</li> <li>5. Explore weather patterns within a climate zone</li> <li>6. Write a weather forecast for a typical day in your choice of climate zone</li> </ol>
<b>RE</b> <b>Called by God</b>	<b>EYFS</b> -Listen to and discuss a range of bible stories, drawing comparisons and making links within a real life context.	- <b>know</b> that prophets were called by God to give his message to the people - <b>know</b> that this is the beginning of God's salvation plan.	<b>Discussion</b> 1. Discuss a time when the children have been asked to do things. Use key questions to draw out their responses.

	<p>Y1/2</p> <p>Chn know that religious festivals are celebrated around the world and have explored some of those celebrations.</p>	<p>-<b>understand</b> that people's lives are changed as the are called by God today.</p> <p>-<b>Ask</b> important questions about religion and beliefs</p> <p>-<b>interpret</b> stories and identify Christian beliefs</p> <p>-<b>Use</b> religious vocabulary to show understanding of Christian beliefs</p> <p>-<b>Describe</b> the impact of responding to God's call on a person's life.</p> <p>-<b>Share</b> what they think God would be asking prophets to speak out against today.</p>	<p>2.Share the picture of The Fall, discuss what is happening. Introduce different prophets and discuss their purpose and role.</p> <p><b><u>Explore the text</u></b></p> <p>3-4. Children to show their understanding of the stories by recording their ideas as a prayer and comic strip.</p> <p><b><u>Discover the Impact</u></b></p> <p>5. Interview someone who has had a calling to God and record their answers as a magazine article.</p> <p><b><u>Make a connection</u></b></p> <p>6. Create a prophet speech based on what they would speak in favour of or against today.</p>
<p><b>Music</b></p> <p><b>Writing Music Down</b></p>	<p><b>KS1</b></p> <p>KS1</p> <p>-Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>- Use their voices expressively by singing songs and speaking chants and rhymes</p> <p>-Play tuned and un-tuned instruments musically - Experiment with, create, select and combine sounds</p>	<p>-Understanding music</p> <p>-Improvise together</p> <p>-Listen and respond</p> <p>- Learn to sing the song</p> <p>-Play your instruments with the songs</p> <p>-Composing and improvising</p> <p>-Perform the song</p>	<p><b><u>Writing music down - Charanga</u></b></p> <p>1. Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols</p> <p>2 -These symbols can be written on a stave and named with special musical names</p> <p>3- Using symbols to remember what we are going to sing and play</p> <p>4- Explore the notes, crotchets and minims within the music you learn</p> <p>5 -See how these notes can fit on the lines and spaces of a stave.</p> <p>6- Play, improvise and compose using a selection of these notes: C, D, E, F, G, A,</p>
<p><b>PE</b></p> <p><b>Ball skills</b></p>	<p><b>KS1</b></p> <p><b>Master</b> basic movements including running, jumping, well as developing balance, agility and co-ordination, a range of activities.</p> <p><b>Participate</b> in team games, <b>developing</b> simple tactics.</p>	<p>-<b>Travel</b> changing direction and speed easily</p> <p>-Show an awareness of space and know how to use it in games</p> <p>- Describe what happens to their breathing and heart when they play games</p> <p>-<b>Use</b> a range of skills to develop control with a ball</p>	<p>1.Travelling in different ways, changing direction and speed.</p> <p>2.Bouncing the ball, two hands to one hand and travelling with the ball under control</p> <p>3.Controlling and travelling with a ball, steering by changing direction and speed.</p> <p>4. Rolling and aiming</p>

		<p>-<b>Show</b> control when travelling with a ball, changing speed and direction</p> <p>-<b>Recognise</b> what good performance looks like and suggest ideas and practises to improve their own performance.</p>	<p>5.Rolling, tracking, receiving skills by working with a partner or small teams.</p> <p>6.Different throwing/passing skills, long and short passes.</p> <p>7. Playing competitive games in small teams.</p>
<p><b>PSHE</b></p> <p>Safety First</p>	<p><b>Recognise</b> my worth and can identify positive things about myself and my achievements.</p> <p><b>Face</b> new challenges positively, <b>make</b> responsible choices and ask for help when I need it.</p> <p><b>Understand</b> why rules are needed and how they relate to rights and responsibilities.</p> <p><b>Understand</b> that my actions affect myself and others and I care about other people's feelings.</p> <p><b>Make</b> responsible choices and take action.</p> <p><b>Understand</b> my actions affect others and try to see things from their points of view.</p>	<p>-<b>Make</b> choices to stay safe and healthy.</p> <p><b>Identify</b> risk and act responsibly.</p> <p><b>Recognise</b> peer pressure.</p> <p><b>Know</b> about dangerous substances and affects.</p> <p><b>Respond</b> to an emergency.</p> <p>-</p>	<ol style="list-style-type: none"> <li>1. Children will discuss choices and which are good/bad choices. They will look at taking responsibility for their actions.</li> <li>2. Discuss and predict which situations are risk, hazards and dangerous.</li> <li>3. Look at the reasons we make choices and discuss how friendships and others influence those decisions.</li> <li>4. Explore dangerous substances and how they affect the human body.</li> <li>5. Children know how to respond to emergencies.</li> </ol>
<p><b>Art</b></p> <p>Journeys</p> <p>Aboriginal Art</p>	<p><b>KS1</b></p> <p>-Use a range of materials creatively to design and make products.</p> <p>-to draw, paint and sculpture to develop their ideas, experiences and imagination</p> <p>-Explored pattern, colour and texture</p> <p>-Look at range of artists, craftmakers and designers and using their discussions to develop their ideas.</p>	<p>-<b>Appreciate</b> the work of other artists</p> <p>-<b>Develop</b> observational skills</p> <p>-<b>Know</b> how to create tints, shades, tones and colours</p> <p>-<b>Create</b> depth in art work</p> <p>-<b>Plan</b> and create a piece of artwork.</p> <p>- <b>create</b> pictures using the Australian Aboriginal style of crosshatching.</p> <p>-<b>Incorporate</b> Australian Aboriginal symbols into pictures.</p> <p>-<b>create</b> paintings using the x-ray or naturalistic style of Indigenous Australian art.</p> <p>-<b>Use</b> the Indigenous Australian dot style.</p>	<ol style="list-style-type: none"> <li>1. Children will be introduced to the technique of cross-hatching. They will use line and colour to create pictures inspired by 'The First Sunrise' Indigenous Australian Dreamtime story.</li> <li>2. Children will listen to and record the Aboriginal Dreamtime story 'How the Kangaroo got her Pouch' using symbols.</li> <li>3. Children will explore the naturalistic style of Australian Aboriginal art, before using it to create paintings of fish inspired by the Dreamtime story 'The First Barramundi'</li> <li>4. children will be introduced to the Indigenous Australian dot style of painting.</li> </ol>

			<p>They will use a range of colours to create paintings inspired by 'The Rainbow Serpent' Dreamtime story.</p> <p>5.Children will recap all the techniques they have used so far before decorating a boomerang in the style of their choice.</p> <p>6. Children will make then decorate working rain sticks in an Australian Aboriginal style. They will make decisions on which techniques and designs they would like to use on their rain stick.</p>
<b>Computing</b>  <b>Simulations</b>	<b>Year 1 Coding:</b> - Following instructions - Creating simple programs - Computer simulation of real-life events <b>Year 2 Coding:</b> - Algorithms	<b>-Understand</b> what a simulation is <b>-Explore</b> a simulation and test options <b>-Recognise</b> patterns in simulations <b>-Evaluate</b> simulations by comparing them to real life scenario	1-2. Find out what a simulation is and understand the purpose of simulations 3-4 Explore a simulation, making choices and discussing their effects. 5-6. Work through and evaluate a more complex simulation.