

YEAR 3/4 - Year A

	Autumn	Spring	Summer
	Journeys	Earth and Beyond	UK Detectives (Great Britain)
Possible English Texts	<p>Power of Reading: Arthur and the Golden Rope (not BPS)</p> <p>POR: Mouse Bird Snake Wolf - David Almond</p> <p>POR: Miraculous Journey of Edward Tulane</p> <p>Additional reading Littlest Viking</p> <p>For moderation: Diary writing</p>	<p>Gregory Cool - Caroline Binch</p> <p>Moon Man - Tomi Ungerer</p> <p>Cosmic - Frank Cottrell Boyce</p> <p>Skill weeks - What are they finding difficult, what do we need to practise?</p> <p>For moderation: narrative</p>	<p>Great Britain Text/text type - 1st half term Myths and Legend -(Robin?) Hood. Text/text type - 2nd half term Power of reading - Into the forest Factual text - Ipswich leaflet. Skills week - What else do we need to cover/what else do they need to practise?</p> <p>Power of Reading: Belonging Jeannie Baker</p> <p>For moderation: non-chronological report (solid/liquid/gas)</p>

<p>English Objectives</p>	<p><u>Year 3</u> *Openers *Headings/subheadings *Generalisers to express time *Expanded noun phrases *a and an *adverbs *prepositions</p> <p>*In narratives develop setting, character and plot. *Writing in 1st person *prepositions *Inverted commas *Conjunctions</p> <p><u>Year 4</u> *Discussion of writing similar to what they are planning to write. *In narratives create settings, characters and plot. *Introducing children to a wider range of subordinating conjunctions *Subordinate clauses - with use of comma *adverbs/adverbial phrases/fronted adverbials - with use of comma *Prepositions *Use organisational devices - subheadings/headings</p>	<p><u>Year 3</u> *In narratives develop setting, character and plot *Expanded noun phrases *Pronouns *Conjunctions *Inverted commas- punctuating direct speech *Adverbs</p> <p><u>Year 4</u> *Discussion of writing similar to what they are planning to write. *Possession with the possessive apostrophe *Using and punctuating direct speech *Introducing children to a wider range of subordinating conjunctions *Subordinate clauses - with use of comma *adverbs/adverbial phrases/fronted adverbials - with use of comma *Prepositions *Organise paragraphs around a theme *Read aloud their own writing to a group/class</p>	<p><u>Year 3</u> *In narratives develop setting, character and plot *Subordinate clauses *Punctuating direct speech *Conjunctions *Expanded noun phrases *Expressing time, place and cause</p> <p><u>Year 4</u> *Discussion of writing similar to what they are planning to write. *Possession with the possessive apostrophe *Using and punctuating direct speech *Introducing children to a wider range of subordinating conjunctions *Subordinate clauses - with use of comma *adverbs/adverbial phrases/fronted adverbials - with use of comma *Prepositions *Organise paragraphs around a theme *Read aloud their own writing to a group/class</p>
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<p>Maths</p>	<p>Year 3 Number Place Value Number Addition and Subtraction Number Multiplication and Division Consolidation</p> <p>Year 4 Number Place Value Number Addition and Subtraction Measurement Length and Perimeter Number Multiplication and Division Consolidation</p>	<p>Year 3 Number Multiplication and Division Measurement Money Statistics Measurement Length and Perimeter Number Fractions Consolidation</p> <p>Year 4 Number Multiplication and Division Measurement Area Number Fractions Number Decimals Consolidation</p>	<p>Year 3 Number Fractions Measurement Time Geometry Properties of Shape Measurement Mass and Capacity Consolidation</p> <p>Year 4 Number Decimals Measurement Money Measurement Time Statistics Geometry Properties of Shape Geometry Position and Direction Consolidation</p>
<p>Science</p>	<p>Animals including humans Y3/4 (Year 3) I can describe a healthy and varied diet. I know that humans and some other animals have a skeleton and can describe the main functions of my skeleton. I can name some of the bones in my skeleton and compare these with the skeletons of other animals. I know that I use my muscles and skeleton to move. I know that when one muscle contracts</p>	<p>Light Earth and Space (Linked to topic) From Year 5 programme of study</p>	<p>Electricity States of matter</p>

	<p>another relaxes and can use a model to show how this happens. I can research different food groups and how they keep us healthy. I can use my research to design menus for different people.</p> <p>(Year 4) ESP Dentist to visit? I can identify the different types of teeth I have and explain what their functions are. I can research and investigate what causes damage to my teeth, how to care for them correctly. I can compare and contrast the teeth of carnivores, herbivores and omnivores and suggest why they are different, linking the types of teeth to the diet of a variety of animals. I can use my knowledge of what animals eat to develop food chains showing the feeding relationships within a variety of habitats. I know the main body parts involved with eating and digestion. I can identify, mouth, teeth, tongue, oesophagus, stomach, small and large intestine. I know the functions of the</p>		
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	digestive system.		
Geography	<u>None this term</u>	<u>Why do some earthquakes cause more damage than others?</u> South America Latitude and longitude. Northern and Southern Hemisphere and time zones	<u>How and why is my local environment changing? UK</u> Maps, atlases, globes and digital/computer mapping. Map symbols and key, Ordnance Survey maps Field work - observe, measure, record and present Settlement and land use <u>How can we live more sustainably?</u>
History	How did the arrival of the Romans change Britain? Who were the Anglo Saxons and how do we know what was important to them? What did the Vikings want in Britain and how did Alfred help to stop them getting it? Portals to the Past		
Art	2nd half 3D Using brown paper tape to make a boat? (Links to science)	Collage	Drawing

	<p>investigations) Coiling paper to make seascape p143 Roman clay pots</p>		
DT	<p>2D shape to 3D product Sewing 2 circles together and then stuff to make cushions ?Share Day?</p>	<p>(Preparation for gardening/next term sowing etc)</p>	<p>Simple circuits and Switches Linked to Harvest Healthy and varied diet (food)</p>
Music	<p>Playing and performing in ensembles using voices and instruments with increasing accuracy, fluency and control Based on Peter Grimes, Dawn</p>	<p>Create a Space-themed Performance. Develop Performance skills in Acting/Singing and Dance. Appreciate and understand a wide variety of high quality recorded music from Classical Music, Popular Music and Film scores. Holst Planet Suite</p>	<p>Discover the Music of Great Britain. Folk Songs from England, Wales, Scotland and Ireland. Pupils will learn to play an instrument (Ukulele) and accompany their singing. The Young Uns SteelEye Span</p>
Computing	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (Online Safety) Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (Word processing skills, Google Drive)</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. (Turtle Logo)</p>

	<p>communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (Internet Research and Communication)</p>		
RE Discovery RE	<p>Judaism: How special is the relationship Jews have with God?</p> <p>Christianity: What is the most significant part of the nativity story for Christians today?</p>	<p>Judaism: How important is it for Jewish people to do what God asks them to do?</p> <p>Christianity: Is forgiveness always possible?</p>	<p>Christianity: Do people need to go to church to show they are Christians?</p>
PE	<p>Orienteering</p> <p>Games - Unit 1 - Year 3 - Ball skills. Invasion focus</p> <p>Games - Unit 2 - year 3 - creative games</p> <p>Gymnastics - Unit L - year 3 - Stretching, curling and arching.</p>	<p>Gymnastics -Unit M - Year 3 - Symmetry and asymmetry</p> <p>Dance - Pick any unit</p> <p>Gymnastics - Unit M - year 3 - Symmetry and asymmetry</p> <p>Dance - Unit 2 - year 4 - Electricity?</p>	<p>Dance - County dancing</p> <p>Swimming?</p> <p>Games - Unit 3 Year 3 - Net/court/wall games</p> <p>Athletics - Unit 1 - Year 3 and 4.</p>
PSHE	<p><u>Citizenship</u> Class rules Community boundaries Why do we need rules? At home and school.</p> <p><u>Media</u> Shopping and advertising Christmas and media influence.</p>	<p><u>Money</u> Saving money</p>	<p><u>Friendships</u> Getting on and falling out/bullying</p> <p><u>Careers and related learning.</u> The local community and who works in the local community?</p>
MFL			

