

Curriculum Information - Year 3/4 - Autumn Term

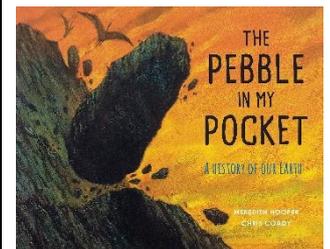
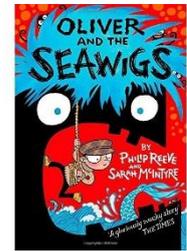
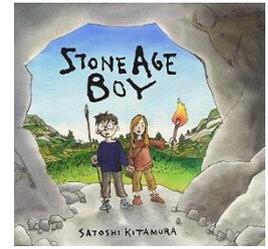
Class Texts

The Magic Box by Kit Wright
The Stone Age Boy by Satoshi Kitamura
One Plastic Bag by Miranda Paul
Oliver and the Seawigs by Philip Reeve and Sarah McIntyre
The Pebble in my Pocket by Meredith Hooper

English

Reading and Writing

- To read word accurately
- To understand texts
- To use imaginative description to describe characters and settings
- To use alliteration effectively
- To use and organise paragraphs around a theme
- Write sentences that include: conjunctions, adverbs, direct speech is punctuated correctly, uses clauses and adverbial phrases.
- To punctuate accurately by using a comma after a fronted adverbials
- To use and punctuate direct speech
- Use prefixes and suffixes, and understand how to add them.
- Spell homophones correctly.



RE

Belonging: We Gather as God's family

Children will -

- Know that Baptism is the Sacrament of Belonging to God's Family, the Church
- They will be able to identify some signs and symbols of Baptism and express their meaning.
- They will be also be able to Sequence the Rite of Baptism and be able to discuss elements of the Celebration of Mass about gathering as the Family of God.

Reconciliation

Children will -

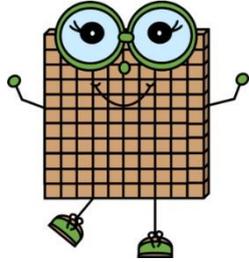
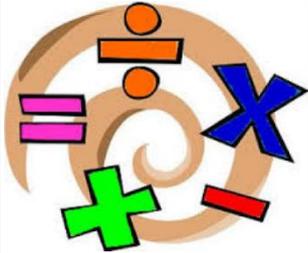
- Know that human beings often have freedom to make choices.
- They will understand the difference between a good and a bad choice and the consequences these bring.
- They will know some teaching of Jesus about the forgiveness of sin when wrong choices have been made.
- They will understand that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin

Advent

Children will -

- Know the stories of the Annunciation and Visitation
- Understand that both Mary and Elizabeth recognised and welcomed the presence of Christ
- Be able to think about how Christians use the Season of Advent as a time of preparation to welcome and recognise the presence of Christ.



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| <p>Maths</p> | <p><u>Place Value</u></p> <ul style="list-style-type: none"> • Recognise the place value of each digit in a four-digit number • Find 1000 more or less than a given number. • Order and compare numbers beyond 1000. • Count backwards through zero to include negative numbers. • Read Roman numerals to 100 (I to C) • Round any number to the nearest 10, 100 or 1000. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate. • Add and subtract numbers mentally, including: A three-digit number and ones, A three-digit number and tens, A three-digit number and hundreds • Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why • Estimate and use inverse operations to check answers to a calculation. <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Recall multiplication and division facts for multiplication tables up to 12 x 12. • Use place value, and known and derived facts to multiply and divide mentally, • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • Solve problems involving multiplying and dividing, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems • Recognise and use factor pairs in mental calculations. • Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems. |   |
| <p>Science</p> | <p><u>Animals including humans</u></p> <p><u>How can Usain Bolt move quickly?</u></p> <p>Children will be able to -</p> <ul style="list-style-type: none"> • 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 • Identify that humans and some other animals have skeletons and muscles for support, protection and movement |  |

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| | <p><u>Rocks</u> <u>What do rocks tell us about the way the earth was formed?</u> Children will be able to -</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter <p><u>Working scientifically</u> Children will be able to -</p> <ul style="list-style-type: none"> • ask relevant questions and using different types of scientific enquiries to answer them • identify differences, similarities or changes related to simple scientific ideas and processes • use straightforward scientific evidence to answer questions or to support their findings. |  |
| <p>History</p> | <p><u>Changes in Britain from the Stone Age to the Iron Age</u> <u>What was the Stone Age?</u> Children will -</p> <ul style="list-style-type: none"> • Place events on a timeline in chronological order. • Know how Britain changed between the beginning of the Stone Age and the iron age. • Know the main differences between the stone, bronze and iron ages. • Know what is meant by 'hunter-gatherers.' |  |
| <p>Geography</p> | <p><u>Local Geography Study - Local villages, towns and cities.</u> <u>Where are we?</u> Children will -</p> <ul style="list-style-type: none"> • Know the names of and locate at least eight counties and at least six cities in England • Know and locate at least eight European countries and capitals. • Know the names of and locate at least eight major capital cities across the world. |  |
| <p>Music</p> | <ul style="list-style-type: none"> • Music continues to be taught by Mr B. |  |
| <p>Computing</p> | <p><u>Coding</u> Children will be able to -</p> <ul style="list-style-type: none"> • create a design that represents a sequential algorithm |  |

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| | <ul style="list-style-type: none"> • learn how their program simulates a physical system, i.e. my vehicles move at different speeds and angles • make use of the X and Y properties of objects in their coding • create a timer and an if statement in their program • explain what a variable is in programming • show how their character repeats an action and explain how they caused it to do so. • explain what debug (debugging) means and be able to debug a simple program. <p><u>Online safety</u> Children will be able to -</p> <ul style="list-style-type: none"> • understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe • understand how to search the Internet and how to think critically about the results that are returned • identify some physical and emotional effects of playing/watching inappropriate content/games. • relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting. | |
| PE | <p><u>Health related exercise</u> Demonstrates an understanding of how the body changes/functions during exercise</p> <p><u>Handball and Basketball</u> Throw and catch displaying control and accuracy, in isolation and varied environments. Demonstrate changes of direction, speed & level in competitive environments. Use FUNdamentals of movement to employ simple tactics in varied environments</p> <p><u>Gymnastics</u> Create movements that convey a clear stimulus, refining these movements into sequences Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements.</p> |   |

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| | Utilise changes of direction, speed & level during performances/competition to succeed | |
| Art | <p><u>Can I use mono and poly block printing?</u></p> <p>Children will -</p> <ul style="list-style-type: none"> • Explore Light and Dark colours and explore complementary colours • Mix colours, shades and tones • Create lines, marks and develop tone. Understanding why they best suit. • Demonstrate experience in different grades of pencil • Create textures and patterns with a wide range of drawing implements. • Demonstrate experience in different grades of pencil • Mono-print • Poly-block print |  |
| Design and Technology | <p><u>Will our bag for life last that long?</u></p> <p>Children will -</p> <ul style="list-style-type: none"> • Design a product and make sure that it looks attractive • Choose a material for both its suitability and its appearance • For a given task work accurately to measure, make cuts and holes • Follow a step by step plan choosing the right equipment and materials |  |
| PSHE | <p><u>Being Me in My World</u></p> <p>Children will -</p> <ul style="list-style-type: none"> • Recognise my worth and can identify positive things about themselves and their achievements. • Set personal goals • Know how to make someone else feel welcome and valued • Learn how to face new challenges positively, make responsible choices • Recognise how it feels to be happy, sad or scared and identify if other people are feeling these emotions • Understand why rules are needed and how they relate to rights and responsibilities • Know how to make others feel valued • Understand that actions affect others • Understand that behaviour brings rewards/consequences |  |

- Try to see things from their points of view

Celebrating Differences

Children will -

- Understand that everybody's family is different and important to them
- Appreciate family and the people who care for us
- I understand that differences and conflicts sometimes happen among family members
- Know how to calm down and can use the 'Solve it together' technique
- Know what it means to be a witness to bullying
- Know some ways of helping to make someone who is bullied feel better
- Recognise that some words are used in hurtful ways
- Give and receive compliments and know how this feels