



Year: 3/4 Term: Autumn 2			
Subject	Prior Skills/Knowledge/language	New skills	Planning
<u>English</u> Persuasive letter	<ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] The present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Encapsulating what they want to say, sentence by sentence 	<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Using of the forms 'a' and 'an' according to whether the next word begins with a consonant or a vowel Developing understanding by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, before, after, while, so Develop understanding by expressing time, place and cause using prepositions e.g. before, after, during, in Develop understanding using the present perfect form of verbs in contrast to the simple past <p>Writing (Composition) <i>Write sentences by:</i></p> <ul style="list-style-type: none"> Discussing and recording ideas <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices <p><i>Evaluate and edit by:</i></p>	<p>Text type: Description Letter Vehicle Text: Dear Earth</p> <p><u>Immerse:</u></p> <ul style="list-style-type: none"> Make predictions about the text Write spine builder poetry Role play Hot seating <p><u>Analyse</u></p> <ul style="list-style-type: none"> Familiarisation with text structures Familiarisation with language features Knowledge for the writer <p><u>Plan and write</u></p> <ul style="list-style-type: none"> Modelled and Guided writing Application of writers' skills and knowledge Independent writing & draft, revise, edit

		<ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	
<u>Maths</u> Multiplication and division	Multiplication and division Year 2 <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 times table Use the multiplication (\times), division (\div) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division Year 3 <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 times table Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know Solve problems, including missing number problems, involving multiplication and division 	Multiplication and division Year 3 <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 times table Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know Solve problems, including missing number problems, involving multiplication and division Year 4 <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12×12 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Solve problems involving multiplying and dividing 	Multiplication and division Year 3 <p>Week 1: Multiplication using equal groups, using arrays, multiples of 2</p> <p>Week 2: Multiples of 5 and 10, sharing an grouping</p> <p>Week 3: Multiplying and dividing by 3 and the times table</p> <p>Week 4: Multiplying and dividing by 4 and the 4 times table</p> <p>Week 5: Multiplying and dividing by 8 and the 8 times table</p> <p>Week 6: The 2, 4 and 8 times table</p> Year 4 <p>Week 1: Multiples of 3, multiply and divide by 6</p> <p>Week 2: Multiples of 9, multiples of 3, 6 and 9</p> <p>Week 3: Multiples of 7</p> <p>Week 4: Multiples of 11 and 12</p> <p>Week 5: Multiply by 1 and 0 and divide by 1 and itself</p> <p>Week 6: Multiply 3 numbers</p>
<u>Geography</u> Climate zones	Year 2 <p>-Pupils can name and locate the seven continents of the world, the seven seas, the four countries of the UK and their capital cities.</p> <p>-Pupils have studied a small area in the U.K and in a non-European country and are able</p>	<ul style="list-style-type: none"> identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle 	1) Identify the different lines of latitude and explain how latitude is linked to climate 2) Locate different climate zones and explore the differences between the Northern and Southern Hemispheres

to identify similarities and differences in human/physical geography

- Pupils can identify seasonal and daily weather patterns
- Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles
- Pupils can use a wide range of basic geographical vocabulary to refer to human features
- Pupils can use maps, atlases and globes confidently to identify studied regions
- Pupils can use simple compass directions confidently
- Pupils can recognise landmarks
- can devise a simple map with basic symbols in a key

Year 3

- 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
- Pupils can describe a few aspects of physical/human geography

- describe and understand key aspects of: physical geography, including: climate zones
- Interpret 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
- Read, write and convert time between analogue and digital 12- and 24-hour clocks (Yr 4)

- 3) To identify the characteristics of each climate zone.
- 4) Compare temperate and tropical climates
- 5) Explore weather patterns within a climate zone
- 6) Write a weather forecast for a typical day in your choice of climate zone

	<p>-Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently</p> <p>-Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key</p> <p>-Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>		
<u>Science</u> Electricity	<u>KS1</u> No prior knowledge	<ul style="list-style-type: none"> • To know how to identify common appliances that run on electricity • To know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • To know how to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • To know how to recognise some common conductors and insulators, and associate metals with being good conductors 	<ul style="list-style-type: none"> • Construct a simple electrical circuit • Identify and label basic parts of a circuit • Identify whether or not a lamp will light in a circuit – closed and open circuits • Use switches and recognise that a switch opens and closes a circuit • Identify common conductors and insulators • Test different metals as conductors
<u>DT</u> Monster heads - Hydraulics	<u>KS1</u> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. 	Year 3 Developing, planning and communicating ideas Generate ideas for an item considering its purpose and the user/s.	<ul style="list-style-type: none"> • Evaluate different types of torches. <ul style="list-style-type: none"> - How do they light up? - How can you hold them? . • Apply knowledge - create circuits. • Skill - Learn how to create the shape of a torch and how to join materials together.

Identify a purpose and establish criteria for a successful product.

Plan the order of their work before starting.

Explore, develop and communicate design proposals by modelling ideas.

Make drawings with labels when designing.

Evaluating processes and products

Evaluate their product against the original design criteria e.g. how well it meets its intended purpose.

Disassemble and evaluate familiar products.

Materials:

Cut materials accurately and safely by selecting appropriate tools.

Select appropriate joining techniques.

Electricals and electronics:

Create series circuits.

Year 4

Developing, planning and communicating ideas

Generate ideas considering, the purposes for which they are designing.

Make labelled drawings from different views showing specific features.

Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.

Evaluate products and identify criteria that can be used for their own designs.

- Design and label a torch.
- Make a torch.
- Evaluate the torch.

Vocabulary:

Series circuit, parallel circuit, bulb, brightness, dim, wires, battery, switch, volts, crocodile clip, connection, join, bend, cut, slot, etc...

		<p>Evaluating processes and products Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests.</p> <p>Materials: Measure and mark out to the nearest mm. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>Electricals and electronics: Create parallel circuits.</p>	
<u>Computing</u>	<p><u>KS1</u> Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches.</p>	<ul style="list-style-type: none"> • Children can set up a graph with a given number of fields • Children can enter data for a graph. • Children can produce and share graphs made on the computer • Children can present the results in a range of graphical formats. • Children can use the sorting option to make analysis of their data easier. 	<p>Week 1: To set up a graph with a given number of fields</p> <p>Week 2: To enter data from a survey to create a graph</p> <p>Week 3: To produce and share graphs</p> <p>Week 4: To present the results of a survey in different graphical formats</p> <p>Week 5: To use the sorting option</p> <p>Week 6: To create a graph based on own survey</p>
<p><u>RE</u></p> <p>What is it like to follow God?</p>	<p>Pupils will already know that:</p> <ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God • The People of God try to live in the way God wants, following his commands and worshipping him • They believe he promises to stay 	<ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony • Make links between the story of Noah and how we live in school and the wider world. 	<p>Week 1: Retell the story of Noah from Genesis 6:5-9:17</p> <p>Week 2: Create a profile for Noah and the qualities he needed to be able to follow God</p> <p>Week 3: Understand covenants and the covenant between Noah and God</p> <p>Week 4: Explore the importance of making promises and write own set of vows/a covenant</p> <p>how God keeps his promises. Week 5: Retell the story of Abraham in words</p>

	with them and Bible stories show how God keeps his promises		and pictures as a story board Week 6: Write a poem/produce a piece of artwork detailing what it means to follow God
<u>Music</u>	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • Use their voices expressively by singing songs and speaking chants and rhymes • Play tuned and un-tuned instruments musically • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • The beginnings of formal notation, linking sounds to symbols and that music has its own language. Start learning about basic music theory: <ul style="list-style-type: none"> • Staves • Lines and spaces • Clefs • Crotchets • Minims • Paired quavers • Introduce and understand the differences between crotchets and paired quavers. • To play and sing in the time signatures of 2/4, 3/4 and 4/4. • To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests. • To recognise and move in time with the beat. • Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests. • To identify the names of some pitched notes on a stave. • To identify if a song is major or minor. • To internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. • To create rhythms using word phrases as a starting point. To recognise long and short sounds and match them to syllables and movements. 	<ul style="list-style-type: none"> • Understanding music • Improvise together • Listen and respond • Learn to sing the song • Play your instruments with the song • Composing and improvising • Perform the song
<u>PSHE</u>	KS1	<ul style="list-style-type: none"> • I understand that everybody's family is different and important to them 	<ol style="list-style-type: none"> 1. Create a family tree and write family qualities around it

	<ul style="list-style-type: none"> • Understanding that sometimes people make assumptions about boys and girls (stereotypes) • Understanding that bullying is sometimes about difference • To recognise right and wrong • To understand how to look after themselves • To know ways to make friends • To explain ways that they are different to their friends 	<ul style="list-style-type: none"> • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were 	<ol style="list-style-type: none"> 2. Write a play script about solving family conflicts 3. Create an anti-bullying poster about discrimination 4. Responding to scenarios of bullying through role-play 5. To write a story about consequences 6. To create compliment kites
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