

English Reading:

Books this term:

Stone Age Boy – Satoshi Kitamura
Ug – Raymond Briggs
How to Wash a Woolly Mammoth-
Michelle Robinson



As well as spending time reading individually and as a class, we will be continuing to develop our reading skills using VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary) in our Guided Reading and English lessons. This term we will be specifically working on:

- Regularly reading a range of poetry and fiction from a wide range of authors. We will be using the recommended book lists on the school list for year 3 and 4 to inspire children to try a different genre or unfamiliar author.
- We will be continuing to read a range of non-fiction texts, reference books and text books linked to our history and science learning to develop knowledge.
- We will have a particular focus on unpicking vocabulary where we will be encouraging active reading strategies to decipher meaning from the text.

English Writing:

Over the term we will be looking at a variety of different text types as models for our own writing. We will be writing for a range of different purposes including to entertain, to inform and to persuade with a variety of different audiences in mind. We will be working on developing the following within our writing:

- Plan our writing with the audience in mind to effectively use the structural and language features of different text types.
- Use other similar writing as models for our own.
- Proofread work to ensure accuracy and excellent attention to detail.
- Write effectively for a range of different purposes and audiences, selecting appropriate form on drawing upon what we have read.
- Use joined handwriting.
- Develop our understanding of concepts and grammatical terms such as word classes, verb tenses and conjunctions.
- Learning and practising spelling rules which we will apply in our writing.



Our vision is simple. We want everyone to SHINE.

'Do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'. Luke 8 v16



Year 3 and 4 Curriculum Learning Overview – Autumn 2021

Stones and Bones

Enrichment Opportunities:
Pantomime, Trixie Triceraops

How can I help with my child's learning?

- Listen to your child read as often as you can. Ask them questions about what they have read (see Partnership Book for question ideas)
- Support your child to read up on our topics e.g. history, science. This will help them to develop their knowledge and build confidence. The local libraries have a wealth of non-fiction books to help you
- Support your child to practise their times tables regularly. Encourage them to log on to TT Rockstars at home
- Support your child to learn their spellings every week and encourage them to use Spelling Shed to complete their homework
- Support them with their Schofield and Sims arithmetic book. Question them on their answers, asking them to justify their responses.

History: Stones and Bones

In this unit we will be exploring changes in Britain from the Stone Age to the Iron Age. We will focus on:

- Chronology from late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.
- Bronze Age religion, technology and travel, for example, Stonehenge.
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- Animals alive at that time such as Woolly Mammoths.
- Exploring cave paintings used to tell stories.
- Use a range of sources to find out about the past.

Maths:

During the autumn term 2 we will be mastering the following in maths:

Place value with measurement:

- Pupils become familiar with a metre ruler (marked and unmarked intervals, 1 x 1m, 10 x 10cm, 100 x 1cm)
- Pupils measure length and height from zero using cm
- Pupils convert between m and cm (include whole m to cm, cm to whole m and cm and vice versa)
- Pupils become familiar with a ruler in relation to cm and mm (marked and unmarked intervals, knowing 1cm = 10mm)
- Pupils measure length from zero using mm / whole cm and mm
- Pupils convert between cm and mm (include whole cm to mm, mm to whole cm and mm and vice versa)
- Pupils estimate a length/height, measure a length/height and record in a table
- Pupils become familiar with different weighing scales up to 1kg (intervals of 100g, 200g, 250g and 500g)
- Pupils become familiar with the tools to measure volume and capacity up to 1 litre (intervals of 100ml, 200ml, 250ml and 500ml)
- Pupils measure mass from zero up to 1kg using grams
- Pupils measure mass from zero above 1kg using whole kg and grams
- Pupils measure volume from zero up to 1 litre using ml
- Pupils measure volume from zero above 1 litre using whole litres and ml
- Pupils estimate mass in grams and volume in ml
- Pupils estimate a mass/volume, measure a mass/volume and record in a table.

Geometry:

- A regular polygon has sides that are all the same length and interior angles that are all equal in size
- Perimeter is the distance around the edge of a two-dimensional shape
- Different shapes can have the same perimeter
- Perimeter is measured in units of length and can be found by counting units
- Perimeter can be calculated by adding together the side lengths of a 2D shape
- The perimeter of a rectangle can be calculated by addition and multiplication
- Unknown side lengths can be calculated from perimeter and known side lengths
- The perimeter of a regular polygon can be calculated by multiplication
- The side length of a regular polygon can be calculated by division where the perimeter is known

During Autumn two we will also have an assessment week which will take place on 6th December. There will be an arithmetic assessment and two reasoning assessments. The children will have 25 minutes to complete the arithmetic assessment and half an hour for each of the reasoning assessments.

We will also be focusing on consolidating times tables knowledge and number facts recall. These are very important areas of maths to feel confident and be secure in.

Religious Education:

Big Question 2: What are the deeper meanings of festivals?

To answer this question we will be learning about:

- Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions).
- Make clear links between these beliefs and the stories recalled at the festivals.
- Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals
- Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).
- Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives

Music:

Unit 1: Let your spirit fly.

In this unit of work all the learning is focused around the song: Let your spirit fly by Joanna Mangona. It is an RnB style song for children. We will be using an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing, playing instruments are all linked. We will be learning to sing, play, improvise and compose with the song. One of the main features of the music learning is listening and appraising music. Children will listen and appraise:

- **Let your spirit fly**
- **Consider yourself**
- **Ain't No Mountain High Enough**
- **You're the first, The last, My everything**

PSHCE (Personal, Social, Health and Citizenship Education): How do we manage risk in different places?

In this unit of work we will be learning about:

- How to recognise, predict, assess and manage risk in different situations.
- How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
- How people's online actions can impact on other people
- How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- How to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

Physical Education: Hockey, Yoga , Fitness and Swimming.

This term our PE days are Tuesday and Thursdays. Please make sure you come to school on these days in your PE kit. In these sessions you will be taught to:

- Develop flexibility, strength, technique, control and balance through yoga.
- Learn skills specific relating to Hockey, e.g. push pass and dribbling, and play competitive games applying these skills.
- The aim is that all children will swim 25m by the end of their swimming sessions.

Science: Rocks and Soils

By the end of this unit of work, children will be able to:

- Compare and group together different kinds of rocks on the basis of their simple, physical properties.
- Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).
- Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.
- Recognise that soils are made from rocks and organic matter.

Computer Science: Coding simple inputs

By the end of this unit we will be able to combine start up and input events to create more advanced programmes. They will:

- Make bubbles move at the start and burst when they click them.
- Click on a fish to catch it as it swims.
- Make characters chase each other to a magic castle.

Art: Cave Art

In this unit we will be developing our ideas and mastering techniques in sketching and printing. This will coincide with our history topic of 'Stones and Bones'. The children will be working on:

- Using different hardnesses of pencils to show line, tone and texture.
- Annotating sketches to explain and elaborate ideas.
- Sketching lightly (no need to use a rubber to correct mistakes).
- Using shading to show light and shadow.
- Using hatching and cross hatching to show tone and texture.
- Using layers of two or more colours.
- Replicating patterns observed in natural or built environments.
- Making printing blocks (e.g. from coiled string glued to a block).
- Making precise repeating patterns.
- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, convey insights and accentuate their individuality.

French: Instruments

In this unit children will learn how to:

- Name ten instruments in French.
- Match all of the new French words to appropriate pictures.
- Remember the words for at least five instruments and their correct genders in French, unaided.
- To say that they play an instrument of their choice correctly in French.