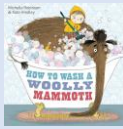


English Reading:

Focus books this term:



How to Wash a Woolly Mammoth - Michelle Robinson
Revolting Rhymes – Roald Dahl
The Stone Age Boy – Satoshi Kitamura



English Reading

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 with main characters that are from different eras of history, are of different genders and cultural backgrounds.
- We will be continuing to read a range of non-fiction texts, reference books and text books linked to our history 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 understanding the writing process:

- Launch - we will start each new text by immersing ourselves into a new culture or era of time.
- Explore - we then look at the text in more detail to help us understand and by learning any spelling, punctuation or grammar knowledge.
- Plan - we will then plan our piece of writing with the audience in mind to effectively use the structural and language features of different text types.
- Write - we will use other similar writing as models for our own while using joined handwriting.
- Improve - we will proofread our work to ensure accuracy and excellent attention to detail.
- Present – lastly, to give our writing purpose, we will present our writing.



St. Peter's
Church of England Primary School



Yorkshire Causeway
SCHOOLS TRUST

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 2023

Enrichment Opportunities:

Yorkshire Dales River Trust - Rivers2U Workshop
Library Visits

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 (please record when your child reads with you in their new Reading Record)
- 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

Geography: The Journey of a River

In this unit, we will explore the concepts of the physical features and processes of a river system – from source to sea. We will also learn about human processes – how people interact with rivers; and how we are positively and negatively affecting our waterways. Our Case Study will focus on the River Nidd, using OS maps to identify its source then moving on to looking at local water pollution. A *Knowledge Organiser*, which is accessible via the school website, will outline the key knowledge we would like all children to know and remember. They will start with the following knowledge:

- Rivers are an important part of the water cycle and responsible for transferring water to oceans.
- A river is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake, the sea, an ocean or even another river.

Maths:

We will be mastering the following in maths:

Unit 1 - Adding and subtracting across 10:

- Add and subtract across 10.
- Secure fluency in addition and subtraction facts that bridge 10.
- Solve problems with addition and subtraction.
- Use concrete objects and pictorial representations.
- Apply increasing knowledge of mental and written methods.
- Add three one-digit numbers.
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Recall and use addition and subtraction facts to 20 fluently.

Unit 2 – Manipulating the additive relationship and securing mental calculation:

- Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure.
- Understand and use the commutative property of addition, understanding the related property for subtraction.
- Add and subtract numbers mentally.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Unit 3/4 - Column addition and subtraction:

- Add and subtract numbers with up to 3/4 digits, using formal written methods.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve addition and subtraction two-step problems, including money.

Unit 6 - 2, 4, 8 times tables (Y3) Understanding and manipulating multiplicative relationships (Y4):

- Recall and use multiplication and division facts for the 2, 4 and 8 multiplication tables (Y3).
- Write and calculate mathematical statements for multiplication and division.
- Recall multiplication and division facts for multiplication tables up to 12×12 (Y4).
- Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit.

Religious Education:

For Religious Education only, Herons' Class is split into Year 4 and 5, and each group is taught the unit of learning specific to Lower Key Stage 2 and Upper Key Stage 2.

Autumn Term 1:

Key Question 1: What do different people believe about God?

- identify and compare the concept of God from a Christian, Hindu, Muslim and atheist/agnostic perspective.

Autumn Term 2:

Key Question 1: Why do some people think that life is a journey and what significant experiences mark?

- Investigate the religious metaphor of life as a journey; what the significant milestones on this journey are, including ceremonies which mark growing up and taking responsibility within a faith community.

Music:

This singing based unit will follow our topic theme of Journey of a River.

We will learn to:

- Sing in tune and in harmony with others, with developing breath control.
- Explain how a piece of music makes them feel with some use of musical terminology.
- Perform a vocal ostinato in time.
- Listen to other members of their group as they perform.
- Create an ostinato and represent it on paper so that they can remember it.
- Create and perform a piece with a variety of ostinatos.

PSHCE (Personal, Social, Health and Citizenship Education):

Autumn Term 1:

THEMES: Managing Relationships

Unit: What strengths, skills and interests do we have?

This unit focuses on building the power of self-esteem and resilience.

Autumn Term 2:

THEMES: Mental Health & Wellbeing

Unit: How can the media influence people?

This unit focuses on media and peer pressure and the relationship between the two.

Physical Education:

For our PE curriculum, we have carefully selected specific schemes of learning created by leading experts: Sporting Influence and REAL PE. This term we will be learning:

Autumn Term 1:

Unit 1 - Multi Skills – to develop a variety of skills and techniques to help improve fundamental motor skills through a range of sporting activities.

Unit 2 – Invasion Games – to develop Teamwork, Communication, keeping possession, attacking and defending.

Autumn Term 2:

Unit 3 – REAL Dance – a creative exploration of movement, functional skills and creativity and making of a dance

Unit 4 – Netball – to develop a range of passing, shooting and footwork skills and applying attacking and defending skills.

Science:

This Autumn Term, our focus is Chemistry - Materials. This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed. **We will learn:**

- **States of Matter** - Compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens. Identify the part played by evaporation and condensation in the water cycle.
- **Rocks and Fossils** - Compare and group together different kinds of rocks based on their appearance and simple physical properties, e.g., igneous, sedimentary, metamorphic. Describe how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter

Computing:

We teach Computing using a scheme of learning called Kapow.

In this term's unit, '**Programming: Scratch**', children will use the programming language 'Scratch' to develop their knowledge of what an algorithm is and its purpose by:

- explaining what some of the blocks do; explain what a loop is and include one in their program.
- Suggest possible additions to an existing program
- Use a systematic approach to find bugs.

Art and Design:

Famous artists focus: Picasso and Hokusai
Our focus this term is on Painting – specifically water colour:

- Represent water and movement using different pencils to show line, tone and texture
- Gradate watercolour using tone and tint to produce a background before adding detail
- Use wet on wet and dry on wet techniques when creating a piece of watercolour art

Design Technology:

We teach Design Technology using a scheme of learning called Kapow.

Our unit this term is '**Food: What could be healthier?**' where children will learn to:

- Understand how beef gets from farm to plate.
- Identify what a 'healthy meal' means and amend a recipe with healthy adaptations.
- Design packaging that promotes a product.

French:

This term's unit is '**Les animaux**' (Animals). We will learn to:

- Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.
- Understand that there are more determiners/ articles in French than in English.
- Use and become more familiar with the high-frequency 1st person
- conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).

Each unit will support children to develop their French following key areas of early language development:

- Speaking and Listening,
- Reading, Writing and Grammar