

## English Reading: Focus books/film this term:



Iron Man – Ted Hughes  
The Sheep Pig – Dick King-Smith  
The Bear and the Hare – John Lewis Advert



### 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 block 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.



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 2024

### Enrichment Opportunities:

KS2 Victorian Harrogate Library Visit  
General 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

## History: British Beyond 1066-WWII

The term's history is all about Victorians. There are many concepts that will be covered such as investigating and interpreting the past, understand world history, understand chronology and communicate historically. The children will also learn:

- Who the Victorians were and why they were significant
- What sources will help us learn about Victorians
- The significant changes that happened in the Victorian era.
- To compare life today and to life then.
- To understand why Harrogate is a significant Victorian town.
- What Victorian buildings there are in Harrogate.

## Maths:

We will be mastering the following in maths:

### Unit 1 – Addition and Subtraction

- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- 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 and derive and use related facts up to 100.

### Unit 2 – Number and Place Value

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000.
- Identify, represent and estimate numbers using different representations.
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving these ideas.

### Unit 2 – Addition and Subtraction

- recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.

### Unit 2 - Measurement

- Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

**We will also focus on consolidating times tables knowledge and number facts recall. Y4's will take the Statutory Times Tables Test in the summer term**

## 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 is it like for someone to follow God?**

- In this unit, pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail.

### **Autumn Term 2:**

#### **Key Question 1: For Christians when Jesus left, what was the impact of Pentecost?**

- In this unit, pupils will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. . . Pupils will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives

## Music:

This Autumn's unit will follow our topic theme of Jazz.

### **We will learn to:**

- Explain what ragtime music is.
- Play on the 'off beat' and sing a syncopated rhythm.
- Play a call and then improvise a response.
- Improvise or compose a scat singing performance with sounds and words.
- Compose and play a jazz motif fluently, using swung quavers.
- Play a swung rhythm using a tuned percussion instrument.

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

### **Autumn Term 1:**

#### **THEMES Relationships**

**Unit:** How can we be a good friends?

In this unit, we will look at how to maintain healthy friendships and to recognise when others are feeling lonely. We will also look at the difficulties that can arise in friendships.

### **Autumn Term 2:**

#### **THEMES: Relationships**

**Unit:** What are families like?

In this unit, we will look at different types of families and how to care about each other in families. We will also look at positive experiences within families and how to seek advice on family relationships.

## 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.

**N.B. Starlings will be going swimming on Wednesday afternoon for the Autumn Term.**

## Science:

This Autumn Term, our focus is Sound and Hearing. We will use the 5 strands of scientific enquiry – comparative and fair testing, identifying, classifying and grouping, pattern seeking, observing over time and research using secondary sources.

### **We will learn:**

- What sound is
- How it is made
- How it travels
- How we hear sound
- The difference between pitch and amplitude

## Geography:

In this unit, we will investigate the enquiry question 'How and why has Harrogate changed over time?'

- Create enquiry questions about how my local place has changed.
- Use maps to measure and investigate settlement growth over time.
- Collect data to investigate changes in my local area and evaluate the impact of these changes.
- Interpret fieldwork data to find out more about where I live and how it is changing.

## Art:

In this unit we will be developing our ideas and mastering techniques in drawing and sketching. It will link to our History topic of Victorians.

We will also be studying the artist Lowry, who was a northern artist famous for drawing urban landscapes

## Computing:

We teach Computing using a scheme of learning called Kapow.

This terms' units are Networks and Emailing. The will learn:

- The concept of networks and how devices communicate. They will identify components and learn how information is shared.
- To understand how to communicate with technology and how to identify fake emails.

## 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