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| **Year 3/4 Autumn Term Overview** | | |
|  | **Autumn 1** | **Autumn 2** |
| **Focus Christian Value** | **Hope** (cycle 1)  **Courage** (cycle 2) | **Responsibility** (cycle 1)  **Peace** (cycle 2) |
| **English** | **Escape from Pompeii**   * How an author uses small details to build character and setting * How to write in role * Understand how to use metaphors, similes and personification * How to write a description using figurative language and imagery. * How to write a narrative/ disaster story.   **Recount-**Trip to Vindolanda | **Explanation text-** How a Circuit Works  **Informal letter to Santa**  **Free verse Poem-**Bonfire Night Poetry |
| **Reading** | **Romans**  **Eating and digestion**  **Teeth**  **Recycling week**  **Bible stories**  **Class Text: The Firework Maker’s Daughter(Non-Linear time sequence)** | **Notable people**  **Electricity**  **Remembrance Day**  **Bonfire Night**  **Christmas texts**  **Disney Songs**  **Class Text: The Velveteen Rabbit (Archaic Text)** |
| **Maths** | Number: Place Value  Number: Addition and Subtraction | Number: Addition and Subtraction  Number: Multiplication and Division |
| **RE** | **Creation and Fall**   * Place the concepts of God, Creation and the fall on a timeline of the Bible’s ‘Big Story’. * Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. * Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. * Make links between what stories in the Bible say about human beings, and pupils’ own ideas about how people should behave.   **People of God**   * Make clear links between the story of Abraham and the concept of faith. * Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities. * Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today. | **Buddhism**   * To find out who Buddha was and why he is important to Buddhists today. * To learn about the Four Noble Truths and the Eightfold Path. * Interview a Buddhist about the meaning of moral precepts in their life * Agree 5 moral precepts that we should uphold and discuss why greed, gossip and harsh speech might be an unwise action. * Identify Buddhist symbols and artefacts and give interpretations of their meaning.   **Incarnation**   * Identify John 1 as part of a ‘Gospel’, noting some differences between John and the other Gospels. * Offer suggestions for what texts about God might mean. * Give examples of what the texts studied mean to some Christians. * Describe how Christians show their beliefs about God the Trinity in the way they live.   Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly |
| **Science** | **Animals, including humans- Eating and Digestion**   * To be able to identify and classify carnivores, herbivores and omnivores. * To be able to construct and interpret a variety of food chains. * To identify the different types of teeth in humans and identify their functions. * To explore different ways of keeping teeth healthy. * To investigate how the digestive system works. * To be able to describe the functions of the basic parts of the digestive system.   **Scientist(s):**  [Charles Elton](https://www.britannica.com/biography/Charles-Elton) | **Electricity**   * To sort electrical and non-electrical items. * To identify electrical dangers in and around the home. * To identify and name the basic parts of a simple circuit. * To construct some simple circuits. * To investigate the differences between mains and battery-powered circuits. * To recognise some common conductors and insulators, and associate metals with being good conductors. * To create a switch to complete a circuit.   **Scientist(s):**  Benjamin Franklin  Thomas Edison  Nikola Tesla  Lewis Howard Latimer |
| **History** | **Why were the Romans so powerful and what did we learn from them?**   * To recognise why Claudius invaded Britain. * To make an interpretation about the image of Boudicca. * To recall and select why the romans had such a vast and powerful empire. * To create an illustration of a roman town with key buildings. * To use computing skills to research the romans. * To identify key aspects about why the Roman Empire ended. * To recognise what the romans have done for us. * To recognise the most important reason why the romans built roads. * To write a recount. | |
| **Geography** |  |  |
| **Art** | **Drawing power prints**   * To draw using tone to create a 3D effect. * To explore proportion and tone when drawing. * To plan a composition for a mixed media drawing. * To use shading techniques to create pattern and contrast. * To work collaboratively to develop drawings into prints. | **Painting and mixed media: Light and dark**   * To investigate different ways of applying paint. * To mix tints and shades of a colour. * To use tints and shades to give a 3D effect when painting. * To explore how paint can create very different effects. * To consider proportion and composition when planning a still life painting. * To apply knowledge of colour mixing and painting techniques to create a finished piece. |
| **DT** |  | **Electrical Systems: Torches**   * To evaluate electrical products * To design a torch * To make and evaluate a torch |
| **Computing** | **Computing systems and networks: The Internet**   * To describe how networks physically connect to other networks. * To recognise how network devices make up the internet. * To outline how websites can be shared via the WWW (World Wide Web). * To describe how content can be added and accessed on the WWW. * To recognise how the content of the WWW is create by people. * To evaluate the consequences of unreliable content. | **Audio production**   * To identify that sound can be recorded. * To explain that audio recordings can be edited. * To recognise the different parts of creating a podcast project. * To apply audio editing skills independently. * To combine audio to enhance the podcast project. * To evaluate the effective use of audio. |
| **Music** |  | Music with Mr Clarke |
| **PE** | **Dribbling, movement and teamwork (Invasion Hockey and Football)**   * To play games competitively. * To develop teamwork and team play. * To develop attacking and defending skills. * To consolidate dribbling using a football and/ or a hockey stick. * To develop skills in finding and using space.   **Sports coach** | **Gym- What’s My Direction?**   * To accelerate and decelerate whilst moving. * To develop some knowledge of Rhythmic Gymnastics. * To perform a roll using control, body tension and flow. * To use equipment with sequence. * To identify well performed skills when watching other groups.   **Sports coach** |
| **MFL**  **Spanish** | **I’m Learning Spanish**  I can find Spain on a map of the world if I am shown Europe first.  • I can name the capital of Spain immediately and three other well-known Spanish cities if I am given an opportunity to look at a map first.  • I can name one other country where they speak Spanish in the world.  • I can tell you my name, count to ten and how I am feeling in Spanish with the help of an adult or the PowerPoint used in class  Spanish Home learning: [www.languageangels.com](http://www.languageangels.com) | Christmas in Spain   * Understand how people celebrate Christmas in Spain and compare this to their own experience. * Name a range of key vocabulary in Spanish – related to Christmas. * Identify the main Spanish traditions.   Spanish Home learning: [www.languageangels.com](http://www.languageangels.com) |
| **PSHE** | **Me and my relationships**   * Understand how body language can show a person’s emotions. * Give examples of how to help someone else who is upset or being bullied. * Understand what the term ‘assertive’ means and give examples of ways of being assertive. | **Valuing Difference**   * Understand how people are different, including religious or cultural differences. * Understand what the word ‘stereotype’ means and explain why it’s important to challenge stereotypes. |
| **Enrichment opportunities** | Prayer spaces  Book bus  Sponsored walk  Mindfulness minis  Harvest festival  Simon Lawson | Forest School sessions  Vindolanda  Maryport Roman Museum  C-STEM Y4 Electricity workshop  Christmas stocking workshop  Christmas craft afternoon with family  St Mary’s Church visit/service and Christingle  Prayer spaces  Cycle Wise  Children in Need  Diwali Workshop  Pantomime Visit |