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| I feel the Earth Move | STEM  Environmental Sciences – I feel the Earth Move – What do you know about day and night? What do you know about the sun, moon and Earth?  What causes shadows and how do they change?  Why does the sun appear to move across the sky? What causes day and night?  What size are the sun, moon and earth? How far away from Earth are the sun and moon?  What does revolution mean? What is the relationship between the sun, moon and Earth?  What impact does this have on our daily lives? Why does the moon keep changing?  **STEM group project based on this learning. Design, Make, Evaluate and Technical Knowledge**  Design and make an Earth, Sun and Moon mobile  Design and make a sundial watch  **Vocabulary** Earth, moon, sun, solar system, satellite, galaxy, rotation, axis, revolution, orbit, day, night, shadow, casting, sunrise, sunset, moonrise, moonset, moon phase, solar eclipse, lunar eclipse |
| Autumn  Cycle A Topic 1  Year 3/4 |

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| Maths | English |
| **White Rose Maths Scheme**   |  | | --- | | Place Value not bold –Y3 bold – Y4  Read and write numbers up to 1000 in numerals and in words.  Identify, represent and estimate numbers up to 1000 using different representations.  **Identify, represent and estimate numbers using different representations.**  Find 10 or 100 more or less than a given number.  **Find 1000 more or less than a given number.**  Recognise the place value of each digit in a 3 digit number.  **Recognise the place value of each digit in a 4 digit number.**  Order and compare numbers to 1000.  **Order and compare numbers beyond 1000.**  Count from 0 in multiples of 4, 8, 50 and 100  **Count in multiples of 6, 7, 9. 25 and 1000**  Solve number problems and practical problems involving these ideas.  **Solve number and practical problems that involve all of the above and with increasingly large positive numbers.**  **Count backwards through zero to include negative numbers.**  **Round any number to the nearest 10, 100 or 1000**  **Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.**  Number: Addition and Subtraction  Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.  Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction  **Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.**  Estimate the answer to a calculation and use inverse operations to check answers.  **Estimate and use inverse operations to check answers to a calculation.**  Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  **Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.**  Add and subtract amounts of money to give change using both £ and p in practical contexts.  **Estimate, compare and calculate different measures, including money in pounds and pence**  **Regular times table practise**  **X3, x4, x8, x6,**  **Counting in 25s, 50s and 100s** | | **Spelling** –use further prefixes and suffixes and understand how to add them, spell further homophones, spell words that are often misspelt, place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals  spell zoo scheme Y3 Set 1: Words with ‘ph’ and ‘wh’ Set 2: Plurals of words ending in ‘y’ (change ‘y’ to ‘i’ and add ‘es’) Set 3: Adding ‘ing’, ‘er’, ‘est’ and ‘y’ to words ending in ‘e’ Set 4: Word List 1 Set 5: Word List 2 Set 6: Word List 3 Set 7: Adding vowel suffixes to words with more than one syllable  Set 8: Adding vowel suffixes for words with more than one syllable with unstressed vowels Set 9: Words with ‘y’ as /i/ Set 10: Revision  Y4 Set 1: Homophone revision Set 2: Revision from previous years 1 Set 3: Revision from previous years 2 Set 4: Revision from previous years 3 Set 5: Words containing ‘ch’ as /sh/ Set 6: Words ending in 'gue' and 'que' Set 7: Words with ‘sc’ as /s/ Set 8: Words with ‘ei’, ‘eigh’ and ‘ey’ as /ay/ Set 9: Possessive apostrophes Set 10: Revision  **Reading** develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books  , showing understanding through intonation, tone, volume and action, discussing words and phrases that capture the reader’s interest and imagination, recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, identifying main ideas drawn from more than one paragraph and summarising these, identifying how language, structure, and presentation contribute to meaning, retrieve and record information from non-fiction, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say  Twice weekly guided reading, once weekly individual reading,  Silent sustained reading daily. Links to topic if appropriate.  **Writing**  plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas, draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices, evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proof-read for spelling and punctuation errors, read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  Recount – of holiday activities,  Chronological report  Trip to The Lowry Gallery - Salford  Non- fiction – research and make a leaflet about the landmarks of London  Make a poster about L.S. Lowry  Persuasive writing – Delightful Derbyshire  Write a descriptive setting for a famous Lowry painting  Write a character description for Anne, Who is Anne? (Lowry painting)  **Grammar**  extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, using the present perfect form of verbs in contrast to the past tense, choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, using conjunctions, adverbs and prepositions to express time and cause, using fronted adverbials  Recap nouns, verbs, adjectives, adverbs  Using conjunctions  Using adverbs  Accurate speech marks – write about what the characters are saying in the Lowry painting ‘The Fight’  **Handwriting** – use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, increase the legibility, consistency and quality of their handwriting  Y4 practise joined handwriting linked to spelling list  Y3 – learn all joins |

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| Science | Geography | History |
| **Working scientifically**  * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes * using straightforward scientific evidence to answer questions or to support their findings.  **Light**  * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by an opaque object * find patterns in the way that the size of shadows change   **Vocabulary –** *light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous*  (Also A1 in Y2)  Y5 objectives covered in STEM   * describe the movement of the Earth and other planets relative to the sun in the solar system * describe the movement of the moon relative to the Earth * describe the sun, Earth and moon as approximately spherical bodies * use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky | **Place knowledge of a region in the UK**  Derbyshire – things to do, places to go  Countries in the UK and capital cities.  London as the capital city.  Famous landmarks in the UK.  **Locational Knowledge**  The United Kingdom  Where in the World? Which hemisphere? Which Continent? Which country? Which County? What is the nearest City? Which is the nearest Town?  Put Morton on the map.  Know and write address from heart  understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - Derbyshire  **Human and Physical Geography**  human geography, including: types of settlement and land use, economic activity including trade links  **Geographical skills and fieldwork**  use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |  |

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| Art and Design | Design and Technology | Music |
| **Create sketch books to record their observations and use them to review and revisit ideas**  Trip to the Lowry Gallery in Salford  Lowry’s industrial landscapes  **Improve their mastery of art and design techniques, including drawing, painting**  Make a Lowry gallery in the classroom - children create an industrial landscape in the style of Lowry using paint, collage and felt tips (mixed media picture)  Improve techniques in drawing and painting  **Learn about great artists, architects and designers in history.**  Famous UK artist – Lowry | See STEM activities | **Charanga – Mama Mia**  Listen and Appraise the song Mamma Mia and other Abba songs: ● Mamma Mia by Abba ● Dancing Queen by Abba ● The Winner Takes It All by Abba ● Waterloo by Abba ● Super Trouper by Abba ● Thank You For The Music by Abba  **play and perform** in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  **improvise and compose music** for a range of purposes using the inter-related dimensions of music  listen with attention to detail and recall sounds with increasing aural memory  **use and understand** staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  **develop an understanding of the history of music.** |

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| Languages | Physical Education | Outdoor Learning |
| French  **All about Me /Getting to know you**  **Speaking and listening**   * listen and respond to simple instructions * listen and respond verbally to every day phrases * name and describe people, a place and an object * have a short conversation, saying 3 to 4 things * give response using a short phrase * start to speak, using a full sentence * listen to and join in with a simple song   **Reading**   * read and understand a short passage using familiar language * explain the main points in a short passage * read a passage independently * use a bilingual dictionary or glossary to look up new words   **Writing**   * write phrases from memory * write 2-3 short sentences on a familiar topic * write what they like/dislike about a familiar topic | **Paceball**   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending   **Football**   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending   **Tag Rugby**   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | Maths of the day activities including a place value treasure hunt.  Y4 – residential trip to Lea Green for outdoor adventurous activities  Geographical field skills |

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| PSHE/RSE | Religious Education | Computing |
| Classroom rules and routines  Establishing a class identity with new Y3s and current Y4s  **Exploring Emotions**  Core Themes: Health and Wellbeing.    H15. Recognising the importance of taking care of mental health.  H16. Identifying strategies and behaviours that support mental health.  H17. Recognising feelings can change over time and range in intensity.  H18. Identifying the everyday things that affect feelings and the importance of expressing how we feel.  H19. Using a varied vocabulary when talking about feelings and how we can express feelings in different ways.  H20. Identifying strategies that they could use to respond to feelings.  H21. Identifying how to seek support for themselves and others.  H24. Identifying strategies for dealing with emotions. | **What does it mean to be a Hindu in Britain today?**  Describe some examples of what Hindus do to show  their faith, and make connections with some Hindu  beliefs and teachings about aims and duties in life (A1).  Describe some ways in which Hindus express their faith  through puja, aarti and bhajans (A2).  Suggest at least two reasons why being a Hindu is a  good thing in Britain today, and two reasons why it  might be hard sometimes (B2).  Discuss links between the actions of Hindus in helping  others and ways in which people of other faiths and  beliefs, including pupils themselves, help others (C2). | **Computer Systems and Networks**  Connecting Computers   * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact   **Online safety** – ongoing  In assemblies, PSHE etc |