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| Materialistic | STEMWhat are natural and processed materials?What are the properties and uses of natural material like wool?What are the properties and uses of synthetic materials like polyester? How does this compare to the properties and uses of a natural material like cotton?What are the properties and uses of other common materials?What is biodegradable material and why is it important to waste management?How does plastic contribute to ocean pollution?What properties make plastic harmful? STEM projects – make an item from a recycled plastic bottle, build a bridge 40cm long to hold the weight of a toy car for 20 seconds |
| Year 3/4Topic 2Cycle A |



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| Maths | English |
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| Number: Multiplication and Division Y3 not bold Y4 boldSolve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. **Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.** Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objectives. **Solve simple measure and money problems involving fractions and decimals to two decimal places** Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. **Multiply two digit and three digit numbers by a one digit number using formal written layout.**  |

Regular times table practiseX3, x4, x8, x6, (Y3) x7, x9, x12 (Y4) 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 **Year 3** Set 1: Words with ‘ou’ as /u/ Set 2: Prefixes ‘dis’, ‘in’ and ‘mis’ Set 3: Prefixes ‘ir’ , ‘il’ and ‘im’ Set 4: Prefixes ‘re’ and ‘sub’ Set 5: Prefixes ‘super’ and ‘inter’ Set 6: Prefix ‘auto’ Set 7: Prefix ‘anti’ Set 8: Words ending in ‘ation’ Set 9: Words ending in ‘etion’, ‘ition’, ‘otion’ and ‘ution’ Set 10: RevisionYear 4 Set 1: Homophones 1,Set 2: Prefixes ‘mis’, ‘in’ and ‘dis’ Set 3: Prefixes ‘im’, ‘il’ and ‘ir’ Set 4: Homophones 2 Set 5: Word list 1 Set 6: Word list 2 Set 7: Word list 3 Set 8: Word list 4 Set 9: Word list 5, 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 will be made 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 clearDescriptive setting of an Anglo Saxon settlementRiddles (linked to topic) working out riddles, writing our own riddles, using description with similes and metaphorsInstructions (linked to How to Train your Dragon – class story) How to catch a dragonWrite a description of a dragonNewspaper report of a Viking invasionViking Quest story based on the animation of ‘The Dragon Slayer’Diary entries – Anglo Saxon army marching to the Battle of Stamford Bridge and then The Battle of Hastings**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 adverbialsTime connectives. Prefixes changing the meaning of words. Recap punctuation |

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| Science | Geography | History |
| One- week project on sound – the children will identify how sounds are made, associating some of them with something vibratingrecognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced itfind patterns between the volume of a sound and the strength of the vibrations that produced it.recognise that sounds get fainter as the distance from the sound source increases |  | British HistoryAnglo Saxons and VikingsRoman withdrawal from BritainWhere the Anglo Saxons came fromAnglo Saxon settlements, clothing, jobs and leisureViking raiders, Viking long ships, Viking Gods, Viking quest/saga, Danelaw and DanegeldThe end of the era – The Battle of Stamford Bridge and the Battle of Hastings |

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| Art and Design | Design and Technology | Music |
| Famous UK artist – LowryLowry’s portraitsSkills and techniques to draw a portrait Draw portraits of VikingsWeaving techniques – paper weavingChristmas cards and calendars | STEM project linksRe – use a plastic bottle | See previous Topic mapContinue with Charanga – Mama MiaComplete wider opportunities samba percussion.Perform samba to an audience |

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| Languages | Physical Education | Outdoor Learning |
| FrenchGreetingsNamesCounting to ten | Bolsover Sports PartnershipContinue with fundamentalsPremier Sports – Fencing  | Outdoor learning  |

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| PSHE/RSE | Religious Education | Computing/E-Safety |
| Derbyshire SchemeAnti bullying**R7** - Understanding that their actions affectthemselves and others.**R12** - Developing strategies for getting support forthemselves or for others at risk.**R14, L6** - Understanding the nature andconsequences of discrimination, teasing,bullying and aggressive behaviour (includingcyberbullying, prejudice-based language,‘trolling’).The role of the onlooker or witness (SEAL)Anti bullying lessons – linked to ‘The Fight’ by Lowry and being an onlooker**Being Responsible****L1** - Research, discuss and debate topical issues.**L7** - Explore rights and responsibilities, rightsand duties at home, school, community and theenvironment. Linked to STEM – plastic pollutionEnterprise for the Christmas Fayre | What do different people believe about God?**explain** what faith means and give examples of what they put their faith in **use religious vocabulary to explain** some of the ways in which Christians and followers of other religions describe God, identifying beliefs that are similar in different religions **suggest the meanings of stories** from sacred texts about people who encountered God **reflect on** why there are many ideas about God and express their own understanding of God through words, symbols and the arts **ask questions and suggest some responses** about what others believe, **showing awareness** that not all questions can be answered  | Wokingham schemeUse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Including internet safety day February 11th |