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| We Will Rock You! | STEM –Surface Changes – Rocks and Soils  **How does a geologist use rocks and fossils to understand how Earth’s surface has changed over time?** -Pupils explore what a geologist is and how they examine rocks to understand what changes Earth’s surface has gone through. Children conduct their own dig in the school playground and photograph and examine rocks in an attempt to classify them.  **What is in soil?** - Is soil the same everywhere? – Children explore what soil is made up of and the three types – sand, silt and clay. Pupils investigate actual soil samples to record information about colour, texture, grain size and ability to absorb water, as well as conduct an experiment to separate soil into its components.  **What is weathering?** -How does weathering make soil? – Children conduct online research to determine what weathering is and represent the information in a graphic organiser of their choice. Pupils then demonstrate the weathering process of freeze-thaw by creating a rock from modelling clay, filling the inside with water, freezing it and photographing the results.  **What is erosion?** -How is it different from weathering – Children look at examples of landforms and predict how these were formed. Children then conduct online research by watching a video that explains the difference between weathering and erosion. Children then demonstrate erosion by wind, water and ice (glaciers) and compare their demonstrations to videos online.  **How does extreme weather change Earth’s coastlines?** -How can storm erosion be slowed down? – Children explore the effects of extreme weather, such as floods and storms, on coastlines or areas surrounding natural waterways. Children conduct an experiment to test the effects of erosion when only sand is present, when there are plants in the sand and one there is other variable of their choice that is added to the sand. Children create storm waves film the results, in order to offer the best solution to protect the coastline from erosion.  **How does human activity contribute to erosion?**- How can humans help reduce erosion? – children use internet research to understand how humans contribute to erosion through deforestation, mining, construction and agriculture practices. Children create a presentation to demonstrate the four types of erosion caused by humans.  **STEM project based on learning** |
| Year 3/4  Topic 1  Cycle B |



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| Maths | English |
| |  |  | | --- | --- | | |  | | --- | | 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.  River Nile – non chronological report  Job descriptions – Egyptian jobs  Diary entries for Howard Carter’s discovery of Tutankhamun’s tomb  Sequence and annotate embalming and mummification process  Egyptian Gods and Goddesses research and write a report about one  Secret codes and hieroglyphics  **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 a given picture  **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 |
| 1. Types of RocksCompare different kinds of rocks based on their appearance in the context of understanding the difference between natural and man-made rocks. • I can compare different types of rocks  2. Grouping RocksMaking systematic and careful observations by examining different types of rocks. • I can make systematic and careful observations. Group together different kinds of rocks on the basis of their simple physical properties in the context of natural rocks. • I can group rocks based on their properties  3. Fantastic FossilsDescribe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to. • I can explain how fossils are formed. | Where is Egypt? | Broader History Study  Ancient Egypt  Who were the Ancient Egyptians?  Why was the River Nile so important to Ancient Egyptians?  Why was farming so important to Ancient Egyptians?  What jobs did the Ancient Egyptians do?  What artefacts did the Ancient Egyptians leave behind?  Who was Howard Carter?  The discovery of Tutankhamun’s tomb  What did the Ancient Egyptian’s believe about the after- life?  Which Gods did they believe in?  Who built the pyramids?  How did the Ancient Egyptians write? |

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| Art and Design | Design and Technology | Music |
| Pharaoh heads  Canopic jars - clay  Mummies and sarcophagus  3-d nets of pyramids  Make paper  Hieroglyphics |  | Learning: 1. **Listen and Appraise** the song Let Your Spirit Fly and other songs: ● Let Your Spirit Fly by Joanna Mangona ● There is currently no listening resource for this part of the lesson, please choose your own ● Colonel Bogey March by Kenneth Alford ● Consider Yourself from the musical ‘Oliver!’ ● Ain’t No Mountain High Enough by Marvin Gaye● You’re The First, The Last, My Everything by Barry White  2. **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song  **3. Perform the Song** - perform and share your learning as you progress through the unit |

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| Languages | Physical Education | Outdoor Learning |
| Classroom instructions |  | Lea Green residential trip for outdoor and adventurous learning. |

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| PSHE/RSE | Religious Education | Computing/E-Safety |
| Classroom rules and routines  Establishing a class identity with new Y3s and current Y4s  **Being Me**  **L7 -** Exploring different kinds of responsibilities at school and in the community. **L9 -** Identifying what being part of a community means. **L11 -** Appreciate the range of identities in the UK. **R10 -** Listen and respond respectfully. **R13 -** Identifying that differences and similarities between people arise from a number of factors. | **Unit L2.2**:  Why is the Bible so important  for Christians today?  Talk about sources of guidance and wisdom in their own and others’ lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians. • Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories; laws; poems; prayers; biographies (Gospels); letters) (be clear that what Christians call the ‘Old Testament’ is Jewish scripture too). • Introduce pupils to the idea that for Christians, the Bible tells them about what God is like. It also tells a ‘big story’ of God’s dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way (‘the Fall’); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. • Creation: Read Genesis 1 (use a lively children’s version). Ask pupils to create dance/movement actions for each day, or art work to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc. • Find out what good and bad things people sometimes do. Explore idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called ‘the Fall’). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Think about why Christians say people need to ask God to forgive them. • Explore creatively the Lost Coin, Sheep and Son stories (Luke 15) and how Christians interpret them as showing how much God wants ‘sinners’ to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them. • Look at some examples of how Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things and the difficult things people might find from trying to follow this book in day-to-day life? | Presentation skills |