

Curriculum and Learning Journey

Year 3/4 Autumn 1



Reading

The children will continue to practise their VIPERS skills.

Vocabulary: Find and explain the meaning of words in context.

Inference: Make and justify inferences using evidence from the text.

Prediction: Predict what might happen from the details given and implied.

Explain:

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Retrieve: Retrieve and record information and identify key details from fiction and non-fiction.

Summarise and Sequence Summarise the main ideas from more than one paragraph



Writing

Text Driver:

The Journey by Frenci Sanna

Outcomes: Instructions and
Setting Description

Key skills taught

Instructions:

Punctuation:

- Commas

Writing features:

- Modal verbs
- Adverbs
- Formal tone

Sentence types:

- Coordination
- Subordination

Setting Description:

Punctuation:

- Commas for fronted adverbials
- Apostrophes for possession

Writing features:

- Fronted adverbials
- Expanded noun phrases
- Prepositional phrases

Sentence types:

- Statements
- Commands
- Coordination
- Subordination



Maths

Year 3

Place Value

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- solve number problems and practical problems involving these ideas

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
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Year 4

Place Value

- count in multiples of 6, 7, 9, 25 and 1000
- count backwards through zero to include negative numbers
- identify, represent and estimate numbers using different representations
- 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
- find 1000 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- round any number to the nearest 10, 100 or 1000

Addition and Subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why



RE

Creation / Fall

- Can I communicate about how I feel about things I have created and how I wish for them to be treated?
- Can I use my own experience to explain how Christians believe the creator God feels about His creation, and how this impacts how Christians live?
- Can I recall the key points of the Christian account of Creation and the Fall?
- Can I refer to verses in the Bible that explain how God felt about His creation before and after the Fall?



Science

Skeleton and Teeth

- Do I describe the effect that different liquids have on our teeth, using an experiment I've observed as evidence?
- Do I explain why keeping healthy is important?
- Can I name and describe the functions of the main parts of the musculoskeletal system?
- Can I describe the different diets of animals?



Art

Pencil Drawing: Fruit Sketching

- Can I use different grades of pencil to achieve variations in line, texture, tone, colour, shape and pattern?
- Do I understand the different grades of pencil?



Geography

UK Cities and Countries

- Can I gather information from OS maps?
- Can I read keys and symbols on maps?
- Can I use a 4 figure grid reference?
- Do I know the names of cities and counties in the UK?
- Do I know how land use has changed over time in the UK?
- Do I know the key topographical features of the UK?



French

Ma Famille

- Can I ask people what family members they have?
- Can I say what family members I and other people have?
- Can I say a sentence about what family members are called?
- Do I know how the words for at least six words for family members?
- Do I know how to say the pronouns I / you / he / she?
- Do I know the difference between J'ai and Je n'ai pas?



PSHE

Me, My Friends and Belonging

- This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.



PE 1

Balance and Apparatus Skills

- Can I count myself into and out of a balance?
- Can I perform 3 balances on a variety of equipment using 2 and 3 contact points?
- Can I safely move onto and off of a variety of equipment?
- Can I perform a balance with 1, 2, 3 and 4 body contact points?
- Can I name 3 pieces of apparatus?
- Can I identify three coaching points for performing a successful balance on apparatus?



PE 2

FUN-damentals

- Can I run and sprint using effective techniques?
- Can I move at different speeds and change direction with control?
- Can I use speed, agility and quickness (SAQ) effectively in a competitive game?
- Can I pace myself so that I can keep running for a longer period of time?
- Can I explain how to use my arms, feet and knees to run fast and change direction effectively?
- Can I explain why it is important to warm up before exercise and warm down afterwards?