Curriculum and Leaning Journey

Year 3/4 Autumn 2

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 Iron Man by Ted Hughes



Outcomes: Narrative and Poetry

Key skills taught

Narrative

Punctuation:

- Exclamation marks
- Speech marks
- Commas
- Possessive apostrophes
- Apostrophes

Writing features:

- Speech (to advance action/
- characterisation)
- Contracted word forms
- Atmospheric language
- Expanded noun phrases
- Emotive language
- Fronted adverbials

Sentence types:

- Short sentences for effect
- Coordination and subordination

Poetry

Punctuation:

- Commas

Writing features:

- Expanded noun phrases
- Figurative language
- Emotive language
- Rhyming words and rhyming scheme

Sentence types:

- Coordination
- Statements
- Questions
- Short sentences for impact and effect

Maths

Year 3

Addition and Subtraction (continued)

· 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

Shape

- recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]
- recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Year 4

Measurement: Area

· Counting squares
- Making shapes
- Comparing areas

Multiplication and Division

· Multiples of 3, 6 and 9
- Multiples of 7, 11 and 12
- Multiplying by 1 and 0
- Divide a number by 1 and itself
- Multiply three numbers

RE

Holy

- Can I evaluate why angels are key figures in the Bible and what makes them Holy?
- Can I explain how angels are represented in the Bible?
- Do I know what the word 'Holy' means?
- Can I explain why angels were key figures in the Christmas story?

Computing

Stop Frame Animation

- Can I use a storyboard
- Can I capture an image?
- Can I move a subject in between captures
- Can I review and edit an animation?
- Can I explain that animation is a sequence of images?
- Can I explain that smaller movements create smoother animation?
- Do I know the impact of adding other media to an animation?

DT

Levers and Linkages

- Can I understand and use lever and linkage mechanisms?
- Can I select from and use appropriate tools with some accuracy to cut, shape and join paper and card?
- Can I select from and use finishing techniques suitable for the product I am creating?
- Can I distinguish between fixed and loose pivots?
- Can I use technical vocabulary relevant to the project?
- Can I generate realistic ideas and develop my own design criteria?

History

Southampton and the Tudors

- Can I use historical sources to draw conclusions about life in Tudor Southampton?
- Can I explain how Southampton changed during the Tudor period and what stayed the same?
- Do I know when the Tudor period took place and what Southampton was like at the beginning of it?
- Do I know a range of information about life and trade in Tudor Southampton?
- Do I know how decisions made during Henry VIII's reign changed Southampton and the surrounding area?

PSHE

Making Choices Online

- This unit explores how to protect information online and make choices about online content, including understanding age ratings.

PE 1

Racquet Sports

- Can I use the handshake grip and control the racquet safely?
- Can I strike a ball accurately using both forehand and backhand shots?
- Can I adjust power and control to send the ball towards a target or partner?
- Can I move and time my shots to help build a rally?
- Do I know the difference between a forehand and a backhand shot?
- Do I know how timing, movement and control help to keep a rally going?

PE 2

Historical Dance

- Can I copy a range of dance moves accurately?
- Can I create a partner dance using 5 dance moves in a sequence?
- Can I perform a dance with a large group?
- Can I keep in time to music as I dance?
- Can I explain features of a historical dance and describe how it links to the time period?
- Can I watch performances and evaluate against a success criteria?

Enrichment

- Tudor House trip
- Christmas carol concert
- Book fair
- Road safety week
- Gladiator visit