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| **Foxes Class Year 3/4** | **Autumn** | **Spring** |
| **Theme** | Geography  Where in the World…?  Cities Around the World | History  A Walk Through Time |
| **Wow Start** | Community Wow Day Carousel of activities:  -Shelterbox visitor  -Build a shelter in the hollow  -Write postcards to elderly  -Sponsored individual sporting events to raise money (Inspired by Captain Tom)  -Explore the Oliver Jeffers book, Here we Are  Link with sponsored jump event. | Roman Dress Up Day   * Children look at Roman music and make their own Roman ‘lute’ from cereal boxes. * Children to make Roman shields and/or helmets – using modroc |
| **Maths** | We have a whole school approach to Maths using the White Rose schemes of work. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. This will enable pupils to extend their mathematical understanding and develop their fluency, communication, reasoning and problem solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum. Where possible links will be made to other subjects. | |
| White Rose  Y3:   * Place Value * Addition and Subtraction * Multiplication and Division   Y4:   * Place Value * Addition and Subtraction * Multiplication and Division | White Rose  Y3:  Continue with multiplication and division   * Measurement (money) * Statistics * Measurement (length and perimeter) * Consolidation   Y4:  Continue with multiplication and division   * Measurement (area) * Measurement (length and perimeter) * Number: Fractions * Number: Decimals * Consolidation |
| **English – Writing** | We focus on writing different text types through the Talk For Writing approach. This involves a process in the which the pupils **Imitate** (learn a text), **Innovate** (makes some changes) and then **Invent** their own text. This approach enables pupils to gain a good understanding of the language and the organisational features of different text types and apply these acquired skills to write a range of effective texts. In spelling, punctuation and grammar children will develop their grammatical understanding of the English language; e.g. sentence construction, use of punctuation and spelling rules and patterns. | |
| **Texts and Writing Styles** | Oliver Jeffers – Here We Are (first two weeks)  The River (No Nonsense)  13 Words Lemony Snicket  How Santa Really Works | During the first half term the children will write information leaflets linked to our topic, instructions, develop their oral story telling skills by combining traditional tales and use video clips/story extracts to explore characters and settings. In the second half term we will use Fantastically Great Women who changed the World (a biographical text) and I Don’t Believe It Archie! (story writing). |
| **English – Reading** | We use and send home reading books and diaries which are coloured banded according to reading levels. These build on the children’s knowledge and experience already gained. Phonics is taught explicitly everyday and applied throughout the curriculum. A wide range of reading books for both fiction and non-fiction are available in reading corners and the library. Guided reading is taught throughout the school and where possible linked to other areas of the curriculum; e.g. Inspire education and phonics knowledge. | |
| Oliver Jeffers books  A range of books throughout the term – whole class/group/individual | EPIC reading  Twinkl comprehensions  Text extracts from the class text (Famously Great Women who changed the World and I Don’t Believe it Archie)  Mrs Carlyon has recorded stories and shared these with the children on Teams as the end of day story: The Hundred Mile an Hour Dog and The Boy who Grew Dragons.  Celebrate World Book Day. |
| **Science Year 3/4** | **During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:**   * 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. | |
| * To understand movement, forces and magnets * Rocks and soil – links to Geography topic (Where in the World) layers of the Earth. | * Plants – Popular Roman plants include roses, cypress also useful herbs such as rosemary. Chn to plant a class herb garden. * Animals, including humans – Dogs and horses were kept as pets and used for work. * Sound – link with ICT – classroom sound monitor. |
| **Art and Design**  **Year 3 and 4** | **Pupils should be taught:**   * to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | |
| CURRICULUM COMPANION -Cityscapes  Art inspired by books Here We Are (pictures of ourselves and people we are inspired by) and A River (cityscapes/landscapes/their room/their view/imaginary journeys/weather) | * Curriculum Companions: FAMILY LIFE – exploring how portrait painters such as Rembrandt and Henry Walton used colour and tone. Developing the children’s portrait drawing and exploring different ways to create faces (Matisse ripped paper and Julian Opie). * Mosaics (as part of Outdoor Learning the children will be using natural materials to create mosaics). |
| **ICT**  **Computing**  **Year 3/4** | **Pupils should be taught to:**   * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * 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. | |
| Barefoot Computing   * Chn learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. – We will link this in with PSHE. | Barefoot Computing   * Make a game project:   Pupils design a simple game and create artwork for their background and main character. In the following coding lessons, they will write and debug their code. (Programming, Creating, Debugging, Evaluation, Decomposition links with D&T)   * Classroom Sound Monitor:   Pupils create sound monitors, which are examples of control programs – they take information from an input sensor (a microphone), and use this information to alter the output of the program (displaying a warning message if pupils are too noisy, links with D&T and Science) |
| **Design and Technology**  **Year 3/4** | * Through a variety of creative and practical activities, pupils should be taught the * knowledge, understanding and skills needed to engage in an iterative process of designing * and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. * When designing and making, pupils should be taught to:   Design   * use research and develop design criteria to inform the design of innovative, functional, * appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated * sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * Make select from and use a wider range of tools and equipment to perform practical tasks * [for example, cutting, shaping, joining and finishing], accurately *  select from and use a wider range of materials and components, including construction * materials, textiles and ingredients, according to their functional properties and aesthetic qualities   Evaluate   *  investigate and analyse a range of existing products *  evaluate their ideas and products against their own design criteria and consider the * views of others to improve their world understand how key events and individuals in design and technology have helped shape the world   Technical knowledge   * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. | |
| Design a skyscraper   * In groups, chn to be given a different city for the location of their skyscraper. * Encourage chn to research the city, what materials might be used, what might the design look like e.g. Paris skyscape looks very different from New York – why? * Context – what is the purpose of the building? How will the design support the local environment? * Chn to think about the weather natural elements and geography of their skyscrapers location e.g. Tangshan in China (Chn to do casestudy) research how buildings are strengthened to withstand damage from earthquakes (flexi glass/buildings that move with the tremors) * Chn to make small models of their own designs to be presented to ‘city planners’ chn to show they have thought about location, environment and lasting design. Chn to think about materials that will make their models stronger and why.   Create a Lego city? | Make your own Roman Lute   * Musical instrument using cereal boxes and string. Links to music.   Make a Game (ICT link) The Roman Empire   * Using ‘Barefoot Computing’ (See ICT) pupils design a simple game and create artwork for their background and main character. In the following coding lessons, they will write and debug their code. (Programming, Creating, Debugging, Evaluation, Decomposition links)   Making Roman Shields and/or helmets   * Use modrock??   Design your own Roman Toy   * Noughts and crosses * Rag dolls |
| **Geography Year 3/4** | * Human geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water * Geographical skills 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. * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | |
| CURRICULUM COMPANION   * Cities Transportation unit * First/second week - Use transport toys as a starting point and opportunity to discuss learning powers.   In groups as a carousel design:   * Brio railway using battery powered train. * Road system – create roads using paper and tape for small cars, incorporating ramps and bridges. * Road system – scooters outside using chalk on the ground * Pulley system - can they transport the register down to the new office? * Climate – Where in the world * Extreme Earth | CURRICULUM COMPANION  Human Geography   * Roman Settlements – Discuss building of roads, houses, forts, and temples from stone rather than wood. Romans introduced central heating and sanitisation. * Roman Land Use - One of the most famous set of defences in history – Hadrian’s Wall. * Trade/Development of roads etc - money made importing and exporting goods. * Huge fleet of ships – sailing routes were essential in controlling the importing and exporting of goods. * Compare and contrast what the Romans did for us and what we use today. |
| **History Year 3/4** | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history  outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. The Fire of London.  The changing power of monarchs – Stuarts.  A significant turning point in British history. | |
| **Mary Anning**  Link with science learning rock and soil – fossils. | **The Roman Empire**  Curriculum Companion   * Conflict (Link with our English and our ICT) - With their well-trained and powerful army they became the rulers of Italy. * Society - Rome went through changes, first ruled by kings, then became a republic. Investigate the rule of Julius Caesar. * Cultures and Pastimes (R.E links) - Myths and The Colosseum. * Vocabulary - See CC (Link with Guided reading) * Location - See both the UK and Southern Europe/Middle East (Geography) * Travel and exploration - Army and trade routes (Geography) * Beliefs - discuss and explore the rocky relationship with Christianity (R.E Links) * Settlements – Discuss the significant changes that the Romans brought to Britain. (Geography) * Artefacts – Study Mount Vesuvius and how artefacts and remains were preserved (Art/D&T) |
| **MFL** | French – Directions and Places. | French – People, Food and Manners. |
| **Music** | **Pupils should be taught to:**   * 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. | |
| Charanga.  Also create pieces of music inspired by different places: city in the day, city at night, by the river, in a field etc. Link to the books Here We Are and A River. | Charanga  Music through storytelling was integral during Roman times. Chn to make their own Roman Lute (See D&T) and explore Roman music/stories. |
| **Physical Education** | * Use running, jumping, throwing and catching in isolation and combination. * Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | * Develop flexibility, strength, technique, control and balance. * Perform dances using a range of movement patterns. * Take part in outdoor and adventurous activity challenges both individually and within teams. |
| **Outdoor Learning** |  | Activities are planned to develop and extend the classroom learning, they may teach specific skills such as fire lighting, tool use or shelter building, be linked to particular occasions/festivals or develop team building skills.  This term the children will learn about roman numerals, take part in the RSPB Big Bird Watch and make bird seed mosaics, the fire triangle and fire safety, make reading dens for World Book Day, use clay to make Mother’s Day nature hearts, create tonal scales and use measuring skills to calculate the age of trees. |
| **PSHE** | 1decision:   * Keeping and Staying Safe * Feelings and Emotions * Computer Safety | 1decision:   * Our World * Keeping and Staying Healthy * Relationships |
| **Religious Education**  **Year 3/4** | Christian Values –  Sept - Friendship and Community  October/November – Respect and dignity  December - Peace  Agreed Syllabus  How and Why do People Try to Make the World a Better Place? | Christian Values -  January – Truthfulness, Honesty and Wisdom  February – Love and Compassion  March/April – Hope and Aspiration  Judaism: How do festivals and family life show what matters to Jews (unit L2:10) |
| **Trips** | Trip to a city or town, if appropriate, depending on Covid 19 situation?  Something linking to transport? Trip to bus station or train? | N/A Due to COVID. |
| **WOW End** | Video chat with Lucy Wright family who live in Chile to talk to class about earthquakes.  Christmas plays etc. | Due to lockdown the WOW start didn’t happen. The same activities could be completed at the end of term instead. |