

Writing

During our writing topics we will be ensuring we have good skills knowledge to ensure of writing is powerful and well suited to engage the reader.

Our writing focuses on How to Train a Dragon.

We will be examining the characters from the text, especially Hiccup Haddock III.
Writing an adventure story in the style of Cressida Cowell.

Our Non-fiction writing will centre around instructions of how to train a dragon and non-chronological reports about different dragons.

Reading

Throughout our reading we will be looking for examples of where knowledge is seen as powerful as well as examples of where it isn't to show we can contrast, compare and reflect upon our reading.

Our reading will focus on How to Train a Dragon. We will use the VIPERS approach to teach the skills of reading.

We will also enjoy listening to Roman themed stories and other non-fiction texts to ensure the children experience a broad range of text types.

Roman Rule

Why is knowledge powerful?

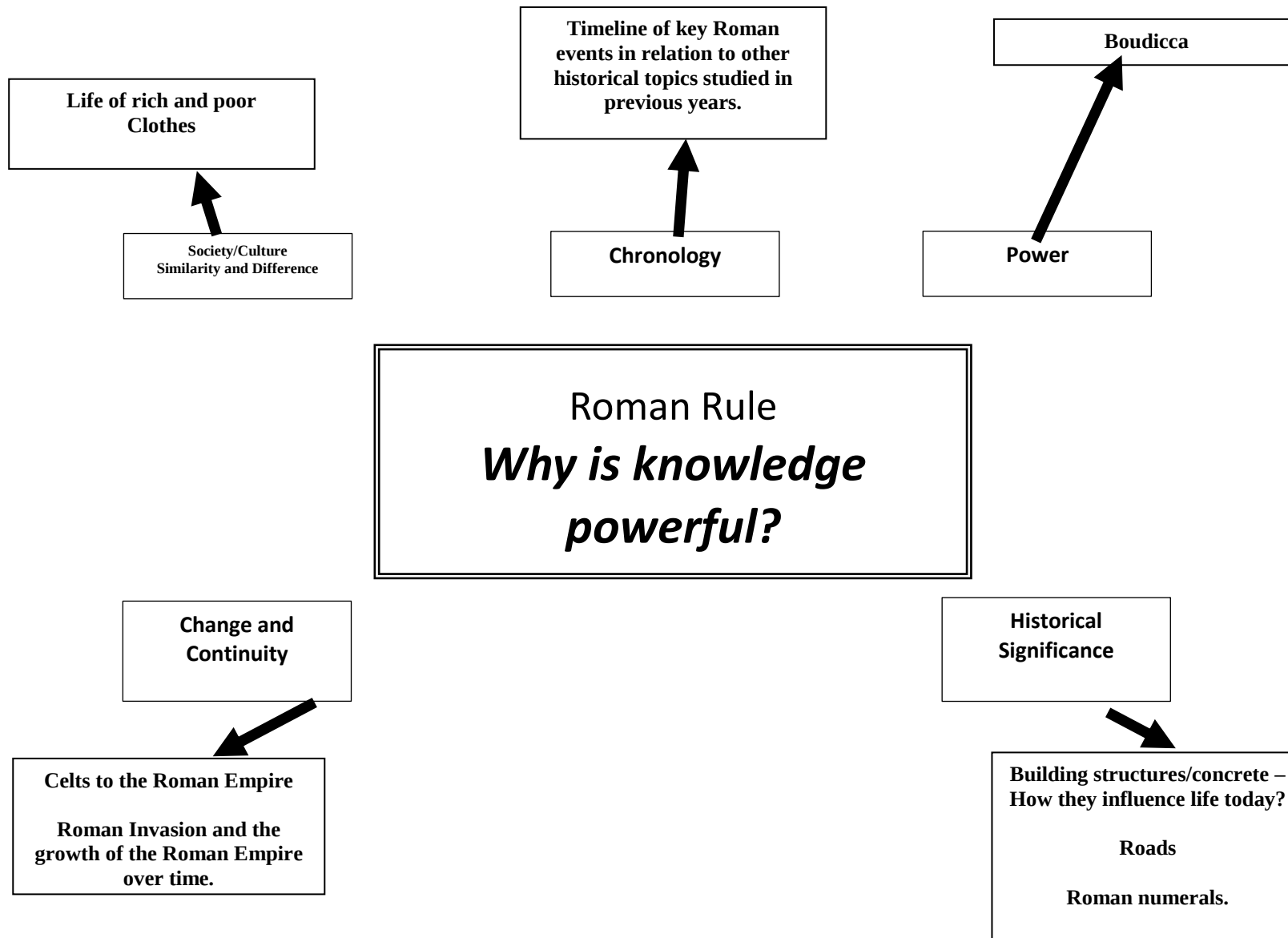
RE

Our topic is all about the Environment. We will ensure we have suitable knowledge to help us be good custodians of our world.

This will be done by identifying ways in which people look after and neglect the environment, identifying stories and teachings from faith communities relating to the environment, linking stories from faith communities with action in relation to the environment and identifying their own values and views in relation to the environment

PSHE

Our topic – Myself and My School will allow us to look at understanding, power and respect to create a successful classroom. We will ensure that collectively we are powerful by using and applying our new learning about democracy.



Autumn 1

Maths

Place Value

Represent numbers to 1,000
100s, 10s and 1s
Number line to 1,000
Round to the nearest 10
Round to the nearest 100
Count in 1,000s
1,000s, 100s, 10s and 1s
Partitioning
Number line to 10,000
Find 1, 10, 100 more or less
1,000 more or less
Compare numbers

Addition and Subtraction

Add and subtract 1s, 10s, 100s and 1,000s
Add two 3 - digit numbers - not crossing 10 or 100
Add two 4 - digit numbers - no exchange
Add two 3 - digit numbers - crossing 10 or 100
Add two 4 - digit numbers - one exchange
Add two 4 - digit numbers - more than one exchange
Subtract a 3 - digit number from a 3 - digit number - no exchange
Subtract two 4 - digit numbers - no exchange
Subtract a 3 - digit number from a 3 - digit number - exchange
Subtract two 4 - digit numbers - one exchange
Subtract two 4 - digit numbers - more than one exchange
Efficient subtraction
Estimate answers
Checking strategies

Writing

Narrative

- Character description
- Adventure story

Non-fiction

- Non-chronological report
- Instructions

Grammar

Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including *when, if, because, although*.

Range and varied sentence openings.

Noun phrases extended by the addition of modifying adjectives, nouns and prepositions, phrases (the strict maths teacher with curly hair).

Choice of tense accurate and consistent.

Use of fronted adverbials.

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Basic grammar is mostly accurate reflecting written standard English instead of the local spoken forms (should have, would have).

Cl...? used accurately.

Commas used after fronted adverbial.

"..." to indicate beginning and end of direct speech (a comma after reporting a clause, end punctuation within "...").

Apostrophes to mark singular and plural possession.

Stories: beginning, middle and ending with the creation of more detailed settings and characters along with coherent plot.

Ending developed and appropriate length.

Paragraphs organised ideas around a theme.

Consistent and appropriate use of structure of chosen non-fiction text type.

In non-fiction texts text structure includes introduction, ordered sections, and a brief conclusion as well as other organisational devices.

Increasingly able to independently proof read and amend own writing checking for accuracy of grammar and vocabulary and use of pronouns.

Using an increasing range of powerful vocabulary.

Adjectives and adverbs chosen for emphasis

Attempts to use technical and precise vocabulary in non-fiction writing.

Some evidence of viewpoint, although not maintained.

Spelling rules and y&z&4 words applied (see NC appendix 1).

Use the diagonal and horizontal strokes needed to join letters.

Children should be working towards a joined legible style of handwriting.

Autumn focus = red. Black objectives will be covered as well.

Reading

- ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- ♣ read further exception words (see Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word.

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 or textbooks
- ♣ reading books that are structured in different ways and reading for a range of purposes
- ♣ using dictionaries to check the meaning of words that they have read
- ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- ♣ identifying themes and conventions in a wide range of books
- ♣ preparing poems and play scripts to read aloud and to perform, 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

Reading is covered daily through VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval and Summarising) where all objectives are covered but our Autumn focus = red.

Science - Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

Art

Collage

- Experiment with a variety of collage techniques such as tearing, overlapping and layering to create images and represent textures.
- Use collage as a means of collecting ideas and information and building a visual vocabulary.

RE

RE is covered through three keys words –Explore, Engage and Respond.

The Environment and Values.

Learners should be able to identify attitudes to the environment and talk about the consequences of putting these into action

Learners should be able to link stories, beliefs and practices and explain their impact on believers and communities

Learners should be able to explain how stories and beliefs influence behaviour and help believers to make moral choices in relation to the environment

Learners should be able to link their own values and actions and consider the consequences of their actions for the environment

Computing – Computing Systems & Networks (The Internet)

- To describe how networks physically connect to other networks
- To recognise how networked devices make up the internet
- To outline how websites can be shared via the World Wide Web (WWW)
- To describe how content can be added and accessed on the World Wide Web (WWW)
- To recognise how the content of the WWW is created by people
- To evaluate the consequences of unreliable content

PSHE

Me & My School

contribute to class rules
explain what democracy means
understand their role in the democratic process
describe the role of a chairperson and secretary
explain the democratic process of the School Council elections
express an opinion in a respectful way
Explain how to raise an issue with the local Councillor

Music – Mamma Mia!

1 – Listen & Appraise: Mamma Mia (Pop, Abba's Music)
The children can:

- Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.
- Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.
 - Find the pulse whilst listening

3 — Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

PE

Netball and Tag Rugby

- Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)
 - throw and catch with control to keep possession and score goals
 - Keep possession with some success when using equipment that is not used for throwing and catching skills
- Work well as a team in competitive games
- Apply the basic principles of fair play (respect team-mate and opponents)
- Begin to apply basic principles suitable for attacking and defending
- Can use equipment safely and with good control

History

Historical Enquiry

I can **identify** and record relevant information from a source.

I can **analyse** sources to find information about events, people and changes.

Chronology

I can **sequence** and **describe** significant historical periods and events on a timeline, referring to dates and using BC and AD.

I can **describe** changes from the past, using key words and phrases to refer to chronology, including: BD, AD, modern and ancient.

Historical Knowledge

I can **identify** key features of peoples lives in the past.

I can **describe** key areas of the past (such as clothes)

I can use evidence to **explain** how the lives of rich and poor people from the past differed.

I can **explain** how some of the things I have studied from the past influence life today.

MFL

Within French lessons the children will cover the key areas of:

- Oracy (speaking and listening)
- Literacy, including grammatical understanding
- Cultural understanding
- Knowledge and language

Knowledge Content:

- Recap Greetings, Numbers & Food from Year 3.
- Parts of the body;
- Saying what is wrong;