

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 Your Dragon.

We will be writing an adventure story about Hiccup.

Our Non-fiction writing will centre around newspaper reports of a significant event from How to train your dragon.

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 a range of other texts including poetry so the children are familiar with a wide range of genres.

Food Glorious Food

Does collaborative working lead to positive outcomes?

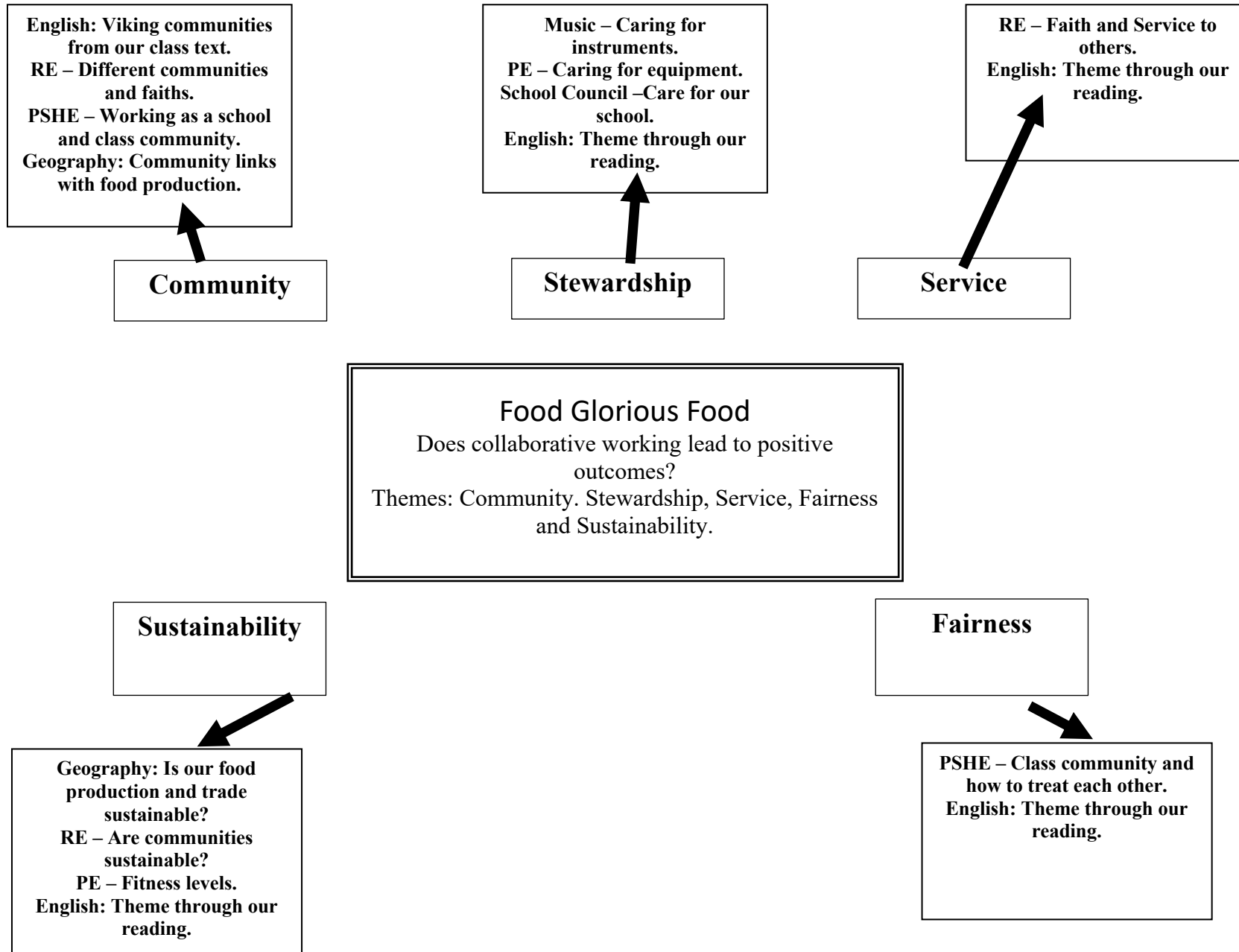
Themes: Community. Stewardship, Service, Fairness and Sustainability.

RE

Our topic is all about the Sikhism. We will ensure our awareness of this faith is raised and we recognise and appreciate the similarities and differences we have.

PSHE

Our topic – Happy and Healthy Me will allow us to understand collaboration and individuality through what makes me me and how I can be a healthy person in mind and body. Here we will make links with our Geography topic and foods we eat as well as our Science Humans, including animals topic where we focus on the Digestive System.



Autumn 2

Maths

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

- **Adventure story**

Non-fiction

- **Newspaper Report**

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 y3&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 = purple. 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 = purple.

Science – Animals including humans

- [describe the simple functions of the basic parts of the digestive system in humans](#)
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

D&T

Food and Nutrition

- *explain how to be safe/hygienic
- *think about presenting product in interesting/ attractive ways
- *understand ingredients can be fresh, pre-cooked or processed
- *begin to understand about food being grown, reared or caught in the UK or wider world
- *describe eat well plate and how a healthy diet = variety / balance of food and drinks
- *explain importance of food and drink for active, healthy bodies
- *prepare and cook some dishes safely and hygienically
- *use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

RE

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

Sikhism

Learners should be able to talk about reasons why people might choose to lead a particular lifestyle.

Learners should be able to identify some of the main features of a Sikh lifestyle.

Be able to explain the meaning of key actions and symbols to a Sikh

Be able to talk about things in their lifestyle which are important to them and which they would like to pass on as a tradition to others

Computing – Creating Media

Computing – KS2

- 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

[Education for a Connected World links](#)

Copyright and ownership

- I can explain why copying someone else's work from the internet without permission can cause problems (Y3)
- I can give examples of what those problems might be (Y3)
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it (Y4)
- I can give some simple examples (Y4)

PSHE

Me and my Health

Understand that bacteria and viruses affect health and following simple safe routines can reduce their spread

Understand that people can be allergic to certain substances and what to do if someone has a severe allergic reaction

Understand that medicines are drugs and the potential dangers of using incorrectly

Understand which, why and how commonly available substances and drugs (including tobacco) could damage their immediate and future health and safety

Music – Glockenspiel

Knowledge

to know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:

- Some of the style indicators of that song (musical characteristics that give the song its style).
- The lyrics: what the song is about.
- Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).
- Identify the main sections of the song (introduction, verse, chorus etc).
- Name some of the instruments they heard in the song.

Skills

To confidently identify and move to the pulse.

- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
 - Talk about the music and how it makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words.

PE

Football & Gymnastics

- ♣ use running, jumping, throwing and catching in isolation and in combination
 - ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ♣ perform dances using a range of movement pattern

Geography

- I can name and locate counties and cities on a map of the United Kingdom.
- I can compare maps of UK from the past with the present, focusing on land use.
- I can analyse a source of information that describes the features of a location.
- I can describe and understand key aspects of distribution of natural resources (food and water)
- I can analyse a source of information that describes the features of a location.
- I can locate the world's continents, countries and seas, using maps and atlases.
- I can use maps, atlases and globes to locate countries and describe features studied.
- I can describe key aspects of economic activity including trade links.
- I can describe key aspects of economic activity including trade links.
- I can read and interpret statistics.
- I can identify connections, contrasts and trends.
- I can describe key aspects of economic activity including trade links.

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;