

Science

Forces and Magnets – Physics focus – Y3 knowledge and differentiated y3/4 skills

- Compare how some things move on different surfaces.
- Notice that some forces need contact between two objects but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Skills include asking relevant questions, making systematic and careful observations, Set up simple and practical enquiries, record findings using simple scientific language, use results for drawing simple conclusions

How does the Bible attract people of all ages, ethnicities, genders and cultures?

Collaborative, Independent, Flourish

History – Tudors – A local History study

- Use a range of sources to find out about a period.
- Observe small details – artefacts, pictures.
- Select and record information relevant to the study.
- Begin to use the library and internet for research.
- Use evidence to build up a picture of a past event.
- Choose relevant material to present a picture of one aspect of life in time past.
- Ask a variety of questions.

How does our understanding of the past help inform our future as stewards of the world? Relevant

Computing – Computing Systems and Networks – Connecting Computers

As this is a new scheme of work, ALL children in class will work on the following knowledge/skill based unit

- How does a digital device work?
- What parts make up a digital device?
- How do digital devices help us?
- How am I connected?
- How are computers connected?
- What does our school network look like?

Relevant,

PE – Gymnastics Activities 1

- Perform balances on one foot and 2, 3 and 4 small body parts with stillness.
- Perform some balancing on some small body parts. Perform a matched and mirrored balance with a partner. Perform balances including one-footed, dish and arch balances.

Travel on hands and feet, jump and land 2 feet to 2 feet and perform rolling actions.

Travel on hands and feet, jump and land 2 feet to 2 feet with control

- Attempt shoulder stand and arabesque with some control.
- Perform two footed jump and land with $\frac{1}{4}$ and $\frac{1}{2}$ turns.

Challenge, Collaborative, Independent, Creative

Music – How does Music bring us together? – Developing Notation Skills

Musical Spotlight is 'Developing Notation Skills' and learning about all the Foundational Elements of Music with a focus on notation, while working implicitly with all the other elements of music

Listening • Singing • Playing • Improvising and Composing • Performing

Why is music used to praise and honour God?



Mrs Bolton Class 3 Autumn 1 – 2022

Red font represents Y4 objectives

RE – Unit 4.1 – God, David and the Psalms

- I know key stories in the life of David.
- I know that Christians believe that the nature of God is revealed in the psalms (King, shepherd, protector, great, rock, merciful and shield etc.)
- I can identify values that I think are important.
- I can connect values and Christian beliefs to events and teaching in the Bible. (Year 4)

Why is David such a key figure in the Old Testament and how can he inspire us today?

Inspirational, Unique, Flourish

Art and Design – Drawing – Houses and Cityscapes (Year 3 and 4 skills)

- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks
- Begin to show an awareness of objects having a third dimension.
- Apply a simple sense of pattern and texture
- Apply tone in a drawing in a simple way.

Creative, challenge, independent

PHSE – Valuing Difference

Scarf Resources plus current affairs and topics which are relevant and pertinent to cohort

Year 3 - Recognising & respecting diversity, being respectful & tolerant

Year 4 - Religious & cultural differences, understanding & challenging stereotypes

How did Jesus react to intolerance and how can that shape our own attitudes?

Relevant, courage, flourish

Mathematics – we follow White Rose Maths

Week 1 - Place Value – To 1000 (y3) and 10,000 (y4)

Week 2 - Place Value

Week 3 - Place Value

Week 4 – Addition and Subtraction - using differentiated strategies for each yr

Week 5 – Addition and Subtraction – 3 digit (y3) and 4 digit (y4)

Week 6 – Addition and Subtraction

Week 7 – Addition and Subtraction

Plus basic skills

Times tables using TTRS

Morning work – using and applying – problem solving

Challenge cards and Maths Table

Challenge, collaborative, independent

English

Using whole texts as stimulus for writing and reading opportunities

Bridging Unit – **The Loch Ness Monster** – Non-Fiction Unit with the outcome of

Writing an article for a children's magazine

The Queen's Token – fiction – cross curricular with History unit on the Tudors

– outcome to write a new chapter – (Year 4 using enhanced sentence and grammar techniques)

- Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
- Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.
- Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports,
- Regularly listen to whole novels read aloud by the teacher.

Read a range of non-fiction texts, e.g. information, discussion, explanation,

Read books and texts for a range of purposes

Grammar warm ups – I-Model (differentiated for Year 3 and 4)

Guided Reading - Domain 2a – To give or explain the meaning of words in context

Inspirational, creative, relevant

French – MFL - MC – Learning another language - Unit 1 – Bonjour!

- Listen attentively and understand instructions.
- Listen attentively and show understanding by joining in and responding.
- Ask and answer questions on several topics.
- Perform simple communicative tasks using single words, phrases and short sentences. (Year 4 have more sentence based work)
- Make links between some phonemes, rhymes and spellings, and read aloud familiar words.
- Speak with increasing confidence.

Challenge, flourish, creative

British Values –

- To use a range of resources to teach and encourage

British Values and make links to Christian Values at every opportunity

MC - First News, Picture News, Newsround – links to other cultures and faiths through topical issues, World events

- Class debate/Ethos group/ Extra Milers

How can we follow in Jesus' footsteps and be a good friend?