

### English

- THE POWER OF READING unit  
**UG: Boy Genius of the Stone Age** by Raymond Briggs

#### Overall Aims

- Explore a high-quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas
- Engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text
- Explore themes/issues, develop/sustain ideas through discussion, so children make connections with own lives
- Develop creative responses to the text through drama, poetry, storytelling and artwork
- Write in role to explore/develop empathy for characters

#### Key Skills

- practise and refresh skills in reading comprehension, spelling, handwriting and writing composition; looking at the features of fiction, non-fiction as well as poetry.
- expanding knowledge of SPAG
- develop vocabulary
- refine the planning/proof-reading process when writing

### History

Stone Age – Bronze Age – Iron Age

#### Concepts

Continuity and change; historical evidence

#### Key Skills

- Timelines; use of historical evidence
- chronology over a longer time
- changes in Britain from the Stone Age to Iron Age
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

### French

Les Salutations/Les Couleurs/Les Jours

#### Key skills

- Greet and introduce
- Match and describe colours
- Name days of the week

### Mathematics

- See attached year group information

### Art

- Artist – Alison Dearborn
- Genre – Pottery/Sculpture

#### Key Skills

- Develop confidence when working with clay and the techniques required e.g. scoring, pinching.
- Investigate how to add colour to a sculpture with accuracy and the correct tools.
- Explore how to glaze a sculpture.

Each child will produce:

- A piece of pottery or a sculpture

### RE

- **Creation/Fall - Understanding Christianity**
- L2.1 What do Christians learn from the creation story?

### Computing

- Coding
- Unit 4.2 Online Safety
- Unit 4.3 Spreadsheets

### PSHE

- Collaborative writing of our Class Contract for the year
- **Relationships** - How do we treat each other with respect?

### Science

Animals including humans (Part 1)

#### Key Skills

- Explain how living things obtain food
- Understand that animals, including humans, cannot make their own food
- State why animals need the right type of nutrients and where they come from
- Compare and group animals by diet.
- Identify that humans and some other animals have skeletons for support, protection and movement
- Identify that humans and some other animals have muscles for movement by examining how muscles work

### Music

Mamma Mia!

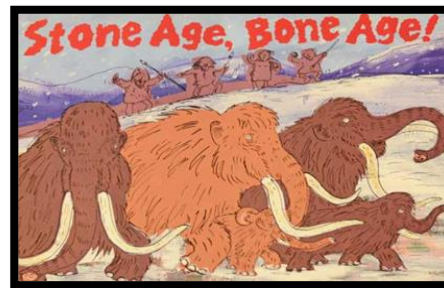
#### Key Skills

- Listen and appraise to identify structure, instruments, voice and pulse
- Copy back, play, invent rhythmic and melodic patterns using glocks
- Sing and perform
- Improvise and compose

### Other

- **Outdoor Learning** – ongoing opportunities
- **PE – Invasion Games** (Mr. Thompson – coach) and Swimming

## Year 3 & 4 Curriculum Overview Autumn Term 1 2021



**Thankyou for your support**

# Year 3 Maths Autumn Term 2021 *(week numbers are approximate and may change)*

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	REVIEW & CONSOLIDATE
Number – Place Value				Number – Addition and Subtraction				Number – Multiplication and Division				
Identify, represent and estimate numbers using different representations.				Add and subtract numbers mentally, including:  a three-digit number and ones;  a three-digit number and tens;  a three digit number and hundreds.				Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.				
Find 10 or 100 more or less than a given number.								Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.				
Recognise the place value of each digit in a three- digit number (hundreds, tens, ones).				Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.				Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.				
Compare and order numbers up to 1,000.				Estimate the answer to a calculation and use inverse operations to check answers.				Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.				
Read and write numbers up to 1,000 in numerals and in words.				Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.								
Solve number problems and practical problems involving these ideas.												
Count from 0 in multiples of 4, 8, 50 and 100												

# Year 4 Maths Autumn Term 2021 *(week numbers are approximate and may change)*

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	REVIEW & CONSOLIDATE
Number – Place Value				Number – Addition and Subtraction				Number – Multiplication and Division				
Count in multiples of 6, 7, 9. 25 and 1000.  Find 1000 more or less than a given number.  Count backwards through zero to include negative numbers.  Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)  Order and compare numbers beyond 1000.  Identify, represent and estimate numbers using different representations.  Round any number to the nearest 10, 100 or 1000.  Solve number and practical problems that involve all of the above and with increasingly large positive numbers.  Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.				Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate.  Estimate and use inverse operations to check answers to a calculation.  Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.				Recall and use multiplication and division facts for multiplication tables up to 12 x 12.  Count in multiples of 6, 7, 9.  Use place value, known and derived facts to multiply and divide mentally, including: <div><div>multiplying by 0 and 1</div><div>dividing by 1</div><div>multiplying together three numbers.</div></div> Recognise and use factor pairs and commutativity in mental calculations.  Multiply two digit and three digit numbers by a one digit number using formal written layout.  Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.				