

Whaley Thorns Primary School

Year 3/4 Autumn Planning 2023-2024



Our Reading Curriculum



Theme:
Understanding and Respecting Others

Concept:
Conflict

Topic:
Explorers

English

Reading:

Infer characters' thought, feelings and motives from their actions.
Explain how characters' actions can tell the reader about their thought, feelings, and motives.
Find effective words and language in reading that writers have used to create effect.
Predict & justify what might happen from details stated and implied.
Identify main ideas drawn from more than one paragraph and summarise these.
Know that a message in a book is called a theme and explain it.
To use appropriate terminology when discussing texts (plot, character, setting).
To check that text makes sense to them, discussing their understanding and explaining the meaning of words in context.
Discuss vocabulary used to capture readers' interest and imagination.

Writing:

Plot the events on a planning format.
Make careful choices about the vocabulary to be used. Develop ideas and vocabulary about characters: what they say, what they do.
Plan an opening and a closing to the text type. Group events/ information into sections.
Decide how the effectiveness of writing could be improved. Make changes to writing following proof-reading.
Use complex sentences appropriately in writing. Use the past perfect tense when appropriate in writing.
Make choices about the position of a prepositional phrase in a sentence.
Select conjunctions, adverbs, and prepositions to show time in writing- to indicate sequences of events or the passing of time.
To continue to practise the formation of diagonal and horizontal joins and recognise when each is used.
To introduce inverted commas to identify direct speech in a sentence.
To use commas to separate clauses in a sentence (e.g., before conjunctions in a sentence).
To use a comma after a fronted adverbial.
To identify informal and formal language in speech and writing.
To edit work, learning from the effectiveness of own and others' writing to make improvements.
To produce a final draft of a piece of writing.

Mathematics Year 3

Place Value within 1,000

Recognise the place value of each digit in a two-digit number.
Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
Recognise the place value of each digit in a three-digit number.
Compare and order numbers up to 1000.
Identify, represent and estimate numbers using different representations.

Addition and Subtraction/ Addition and Subtraction 2

Recognise the place value of each digit in a two-digit number (tens, ones).
Add and subtract numbers mentally.
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Add and subtract up to two three-digit numbers.
Estimate answers and use inverse operations to check answers.

Multiplication and Division/ Multiplication and Division 2

Recall and use multiplication and division facts for the 3, 4 and 8 times tables.
Calculate mathematical statements for multiplication and division using the multiplication tables that they know.
Recall and use multiplication and division facts for the 3, 4 and 8 times tables.
Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Mathematics Year 4

Place value- 4 digit numbers/ Place value 2- 4 digit numbers

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
Count in multiples of 6, 7, 9, 25 and 1000.
Find 1000 more or less than a given number.
Recognise the place value of each digit in a four-digit number.
Identify, represent and estimate numbers using different representations order and compare numbers beyond 1000.
Identify, represent and estimate numbers using different representations.
Round any number to the nearest 10, 100 or 1000.

Addition and Subtraction

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
Add and subtract numbers with up to 4 digits.
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.

Measure- area

Find the area of rectilinear shapes by counting square.
Estimate, compare and calculate different measures, including money in pounds and pence.

Multiplication and Division

Recall multiplication and division facts for multiplication tables up to 12×12 .
Use place value, known and derived facts to multiply and divide mentally

Humanities

History: Vikings

To ask historically valid questions.
Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.
Use a range of source materials to answer questions about the past which go beyond simple observations.

Geography: Rivers

How rivers are formed.
What is a water cycle and why is it so important?
Features of the upper, middle, and lower courses of a river.
Why have so many cities been created close to a river?
To carry out a river study.
Describe and understand key aspects of physical geography including rivers and

Science

Sound: Identify how sounds are made.

Explore how vibrations from sounds travel through a medium to the ear.
Explore sound insulation.
Explore volume & pitch.
Explore sounds from near and from far.
States of matter: Compare and group the 3 states of matter.
Explore how particles behave in solids, liquids, and gases.
Investigate melting points.
Explore freezing and boiling points.
Explore evaporation and condensation.

Expressive Arts & Design

DT:

Develop design criteria to inform a design of a functional product.
Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining, and finishing), accurately.
Evaluate and improve own work and suggest changes.

Art:

Appraise the work of a relevant famous artist.
Sketch with increasing accuracy.
Competently use primary colours to create secondary colours and vary shades and tints.

Music

Writing music down:

Compose a short piece of structured music (e.g., equal bar lengths) with up to 3 notes.
Use, write and recognise up to 5 notes on the staff notation (the 'C' pentatonic scale), including hand symbols.

Playing in a band: Recognise the basic elements of music, in addition to pitch, dynamics and tempo. Recognise the structure of a piece of music (e.g. verse, chorus, verse, chorus).

French

Unit 1- Introductions/ family:

To be able to introduce themselves in French and use sentences to describe their family.

RE

What do different people believe about God?

Describe some of the ways in which Christians Hindus and/or Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God.

Why is the Bible important to Christians?

Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Give examples of how and suggest reasons why Christians use the Bible today. Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Discuss their own and others' ideas about why humans do bad things and how people try to put things right.

Computing

Connecting computers:

To explain how digital devices function.
To identify input and output devices.
To recognise how digital devices can change the way that we work.
To explain how a computer network can be used to share information.
To explore how digital devices can be connected.
To recognise the physical components of a network.
E-Safety: To consider the difference between beliefs, opinions & facts online.

Data logging:

To explain that data gathered over time can be used to answer questions.
Use a digital device to collect data automatically.
Explain that a data logger collects data points from sensors over time.
To recognise how a computer can help us analyse data and use data from sensors to answer questions.
E-Safety: Understand the effects the internet can have on our wellbeing.

PSHE & RSE

Understanding emotions:

Recognising a wide range of emotions in themselves and others.
Responding appropriately to a range of emotions in themselves and others.
Understanding their actions affect themselves and others.
Developing strategies to resolve disputes. Identifying strategies to manage emotions.
Deepening their understanding of good and not so good feelings.
Extending vocabulary to help explain the range and intensity of feelings.
Recognising conflicting emotions.

Bullying Matters:

Understanding that their actions affect themselves and others.
Identifying the importance of working towards shared goals.
Developing strategies for getting support for themselves or for others at risk. Identifying that differences and similarities arise.
Understanding the nature and consequences of bullying.
To recognise bullying.

PE

Football:

Dribble with the ball.
Pass using the side of my foot.
Turn with the ball and intercept from an opponent.
Shoot accurately and powerfully.
Use attacking strategies to outwit an opponent.
Perform a role within a football game.

Gymnastics:

Perform basic shapes and body conditions.
Perform different ways of travelling.
Link balances with travelling.
Perform partner balances in a routine.
Develop a floor routine.