Birch, Rowan and Cedar Classes (Yr 3&4) Medium Term Planning: Autumn Term

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|  | Year 3/ 4 |
|  | English  | Maths |
| Autumn  | Reading (to be taught through whole class reading):* Reading books that are structured in different ways and reading for a range of purposes.
* 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.
* Discussing words and phrases that capture the readers interest and imagination.
* Recognising some different forms of poetry.
* Checking that the text makes sense to them, discussing their understanding and explaining the meanings of words in context.
* Identifying main ideas drawn from more than one paragraph and summarising these.
* Identifying how language, structure and presentation contribute to meaning.
* Drawing inferences such as inferring characters feelings thoughts and motives from their actions and justifying inferences with evidence.

Writing:* Write for a range of real purpose and audiences beginning to develop an awareness of appropriate language and form.
* Plan, using a variety of forms, what they are going to write about.
* Create settings, character and plot in narrative.
* Organising paragraphs around a theme.
* In non-narrative materials use simple organisational devices.
* Improve cursive handwriting with consistent letter sizes.
 | * + - * Counting and place value
* Addition and subtraction
* Multiplication and division
* Fractions
* Measurement and money
* Geometry: position and direction
* Time
* Statistics
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|  | **Autumn 1** | **Autumn 2** |
| **Non-core subjects** | **HISTORY**: **Ancient Greece*** This unit will continue to develop a chronologically secure knowledge and understanding of world history.
* Children will be encouraged to develop the appropriate use of historical terms and understand how our knowledge of the past is constructed from a range of sources.

***NC 2014****Children should be taught about life in ancient Greece, the achievements of the Greeks and their influence on the western world*ART: **Represent/ Observe*** Investigate and develop use of materials to suit aims and end product

MUSIC: **Use of voice/ body percussion*** sing songs from memory with accurate pitch; sing in unison, maintaining correct pitch and increasing expression
 | **Geography**: **Go with the Flow*** This unit will focus on rivers and famous rivers across Europe.
* The children will investigate how rivers are formed, flow and change as well as their role in the water cycle.
* They will also look at how humans have used rivers different ways over time.

***NC 2014****Children should be taught to describe and understand key aspects of rivers, looking at rivers both in the UK and across the world and discussing both physical and human features*DT: **Investigate, observe and record:*** Discuss how well existing products have been made: begin to explain why certain materials/ingredients have been chosen; show awareness about what methods have been used to create product; explain how well product meets need/purpose; discuss importance of recycling and re-use

MUSIC: **Appreciation of music*** explain the role of silence and say what effect it has;
* start to identify the character of a piece of music;
* describe and identify the different purposes of music;
* begin to identify the style of work of Beethoven, Mozart and Elgar
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| **ICT** | **Communication Networks & eSafety*** Agree sensible e-safety rules for the classroom.
* Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online, e.g. Report Abuse button.
* Understands how to create a secure password for age-appropriate websites.
* Talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time.
* Use a class blog to share information and talk about who can see it, and how to communicate safely and respectfully
* Comment and provide positive feedback on the work of classmates in school or online, or the work of others online.

**Technology in our lives*** Talk about the school network and the different resources they can access, including the Internet.
 | **Multimedia** **Word Processing*** Be confident in creating and modifying text and presentation documents to achieve a specific purpose
* Use a keyboard effectively, including the use of keyboard shortcuts
* Use font sizes and effects such as bullet points appropriately.
* Know how to use a spellcheck.
* Look at their own, and a friend’s work and provide feedback that is constructive and specific.
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| **MFL** | **Los cuatro amigos (The four friends) -Animals*** The four friends; animal characters; animal colours; animal magic; animal chorus; animals on show
 | **La paga (Pocket money)*** At the toy shop; likes and dislikes; numbers 21–39; birthday present; expressing a preference; toy advert
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| **PE** | **Heart Health, e.g. aerobics/ Skipping*** Begin to think about warm up activities that prepare them for exercise.
* Can talk confidently about the effect exercise has on their body
* Know why they need to exercise to stay fit and healthy.

**Hockey****Passing** * Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.
* Use a range of different skills with increasing control and skill.
* Travel with a ball showing increasing control using both hands and feet.

**Defending*** Choose where they should position themselves to be a defender and an attacker.
* Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful**.**
 | **Gymnastics (Floor)****Locomotion** * Perform a range of rolls with control and accuracy
* Explore different combinations of apparatus to look at shape, balance and travel.
* Know how to utilize this equipment to enhance their movements

**Choreography*** Perform a sequence where the children combine speed, level, direction and a variety of shapes.

**OAA (Orienteering)*** Take part in outdoor and adventurous activity challenges both individually and within a team.
* Developing map work and orientation of the school siteSimple short courses on school field/ playground Setting up routes for each other using simple plans
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| **PHSE** | **It’s our world*** Class charters;
* law making;
* saving energy;
* climate change
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| **RE** | **LKS2 Unit 2.8:**How is faith expressed in Sikh communities and traditions? | **LKS2 Unit 2.7:**How is faith expressed in Hindu communities and traditions? |
| **Science** | **Sound*** Identify how sounds are made, associating some of them with something vibrating;
* find patterns between the pitch of a sound and features of the object that produced it;
* find patterns between the volume of a sound and the strength of the vibrations that produced it
 | **Electricity*** Identify common appliances that run on electricity;
* construct 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
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| Working scientifically:* Ask relevant questions and use different types of scientific enquiries to answer them.
* Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including data loggers and thermometers (link to maths topic).
* Gather, record, classify and present data in a variety of ways to help in answering questions.
* Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
* Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
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