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 |
|  | **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 | | | | | | |
| **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. | |
| **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 | | | | |
| **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 site Simple short courses on school field/ playground Setting up routes for each other using simple plans | | |
| **PHSE** | **It’s our world**   * Class charters; * law making; * saving energy; * climate change | | | **It’s our world**   * Class charters; * law making; * saving energy; * climate change | | | | |
| **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 | | | | | |
| 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. | | | | | | | |