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| Year: 3/4  Term: Autumn 2 | | | |
| Subject | Prior Skills/Knowledge/language | New skills | Planning |
| English  Fable Narrative  Persuasion | Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils’ spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. | Children to write their own simile poem based on the illustration and text extracts.  Children to explore the definitions of words and phrases found within the Vehicle Text from the dictionary.  Children can apply their understanding from all the vocabulary work by writing sentences using  precise vocabulary choices to create a given effect  Using their most relevant words, the  children write a poem with two verses  showing the difference between two  characters.  Invite the children to plan to write the story from either the Fox or the Magpies point of view – in the first person rather than the third person, encouraging use of feelings and justification for actions. | Text type: Fable narrative  Text type: Persuasive writing  Vehicle Text: The Fox  Immerse   * Book talk – prediction and inference from book cover and exerts of text. * Dictionary work – synonyms and antonyms. * Role on the Wall   Analyse   * Identify language features. * Look at Model text – identify writer hints. * Annotate Model text   Plan   * Children to plan their own Fable narrative. * Children to plan their own persuasive text |
| Maths | ***Yr 1 /2***  Pupils should be taught to:  solve problems with addition and subtraction:  using concrete objects and pictorial representations, including those involving numbers, quantities and measures  applying their increasing knowledge of mental and written methods  recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100  add and subtract numbers using concrete objects, pictorial representations, and mentally, including:  a two-digit number and ones  a two-digit number and tens  two two-digit numbers  adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | ***Place Value:***  Addition/Subtraction  ***Year 3***   * Add and subtract multiples of 100 * Add and subtract 3 digit and 1 digit numbers – not crossing ten * Add and subtract 3 digit and 1 digit numbers – crossing 10 * Subtract a 1digit number from 2 digits – crossing 10 * Subtract a 1 digit number from a 3 digit number crossing 10 * Add and subtract 3 digit and 2 digit numbers not crossing 100 * Add 3 digit and 2 digit numbers crossing 100 * Subtract a 2 digit number from a 3 digit number crossing 100 * Add and subtract 100’s * Spot the pattern – making it explicit. * Add and subtract 2 digit and 3 digit numbers crossing 10 and 100 * Add two 3 digit numbers * Subtract a 3 digit number using exchange   Year 4   * Add two four digit numbers – no exchange * Add two four digit numbers - one exchange * Add two four digit numbers – more than one exchange * Subtract two 4 digit numbers – no exchange * Subtract two 4 digit numbers – one exchange * Subtract two 4 digit numbers – more than one exchange * Efficient subtraction * Estimate answers | Addition and Subtraction    Activities will involve:   * Using dienes, cubes, hundred squares, number lines and other physical resources * White rose power-points and worksheets * Classroom secrets resources |
| Geography | Locational knowledge  ♣ name and locate the world’s seven continents and five oceans  ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography  ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | Investigating India   * To explore India and where it is in the world. * To explore the mountain ranges found in India. * To explore some of the major rivers in India. * To explore the human and physical features of   cities in India.   * To explore India’s culture and its influence on other countries. * To be able to compare India to the United Kingdom. | Hold a class discussion and record what children know about monsoons, typhoons and other natural disasters, on your whiteboard.  • Explain that areas in India experience monsoons and flooding in certain months of the year. This impacts their farmland and the people living in these areas.  Explain to your class there are five different ways mountains can form. Fold mountains, fault-block,  dome, volcanic and plateau. Show your children pictures of each.  • Discuss the ways each type of mountain is formed with your children. Guess how many mountain ranges are in India?  • Explain to your class what a river is and what it does. Discuss with your children where rivers start, how they flow and where they end.  • Does your class know what rivers are used for? Explain that rivers are used to carry water across land, provide a water supply for farms and to transport products to different towns.  • Does India have any rivers? Explain to your class that India has many river systems due to the large number of mountain ranges in the country. Most of the major rivers begin in the Himalayas, Vindhyas and Western Ghats mountain ranges.  What is the capital city of India? Has anyone in your class travelled to India and would like to share their  experiences?  • Explain to your class that New Delhi is the capital city of India and discuss some key facts about New  Delhi.  • Ask children to discuss the kinds of buildings and sights they might see in New Delhi.  Explain to your class that Indian civilisation is very old and the culture it has is one of the oldest on Earth. Show children some Indian symbols and ask if they have seen them before.  • There are many aspects that make up the Indian culture. Art, architecture, festivals, clothing, religion and cuisine are some aspects of the Indian culture. Explain to your children they will be looking at each of these in detail.  Explain to your class they will be comparing India to the United Kingdom. Ask them to think about what  might be similar and different.  • Show children a world map and ask them to locate the two areas. Which hemisphere are they in? What  other countries surround them? |
| Science | Pupils should be taught to:   * identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | Electricity   * Construct a 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. | See Pzazz plans – Miss Gregory |
| DT | Design purposeful, functional, appealing products for themselves and other users based on design criteria. | Christmas Cookies  Design   * use research and develop design criteria to inform the design of appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design   Make   * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and shaping * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities   Evaluate   * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | 1. Look at a selection of different cookies – assess their qualities 2. Make sugar cookies – evaluate 3. Make gingerbread cookies 4. Look at the packaging for a selection of different biscuits. Design their own packaging 5. Make packaging for their own cookies 6. Make Christmas cookies to go in our own packaging. |
| Computing | * Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | Online Safety   * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviours; identify range of ways to report concerns about content and contact. |  |
| RE |  | Why do Christians sing in worship? | See A. Berry plans |
| Music | Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | Christmas songs   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Children to learn and perform a selection of Christmas Songs:  This little light of mine  We need a little Christmas  Mary had a baby  Love shone down  The Christmas Calypso  Away in a manger |