

English

Non-chronological report

Year 3

–(Y2) Secure the use of full stops, capital letters and question marks.

– Explore, identify and create complex sentences using a range of conjunctions, e.g.

when, if because, although, while, since, until, before, after, so, as

–Use the comma to separate clauses in complex sentences where the subordinate clause appears first.

Use headings and sub headings to organise information.

–Group related material into paragraphs.

–Use the determiner a or an according to whether the next word begins with a consonant or vowel, e.g. a rock, an open box

Year 4

–Identify, select and use determiners

this/that/these/those/some/any/no/many/much/every

– Explore, identify and use Standard English verb inflections for writing, e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it

–Use paragraphs to organise writing in non-fiction texts.

RE

Islam Why is the Prophet Muhammad (pbuh) an example for Muslims? **Children will learn:**

Develop an understanding of the importance of founders and leaders for religious communities

- Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)
- Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)
- Describe and give reasons for the Islamic practice of Zakat
- Suggest why charity might be important to a Muslim –and the different ways that a Muslim might try to be charitable

Christianity (God) How (and why) have some people served God?

Identify Christian beliefs and values contained within the prophets

Suggest why these prophets chose to listen to and follow God

Identify Christians who might be described as people who listened to and followed God

Describe how and why some Christians devote their lives to serving God

Talk about what is meant by a sense of vocation

PE

Swimming

Move forward, backwards and sideways for a distance of 5 meters,

Scoop the water and wash the face.

Be comfortable with water showered from overhead.

Move from a flat floating position on the back and front and return to standing.

on the front from a wall.

Push and glide in a flat position on the back and front from a wall.

Kicking

To explore different ways of kicking objects
To explore different ways of kicking objects with increasing accuracy and control. That being active is good for them and fun.

To kick objects with increased accuracy. To receive a kick with control.

To intercept a ball.

To choose skills effectively for a game.

History

Would you prefer to live in stone, bronze or iron

age? **Children will learn:**

- Understand that prehistory was a long time ago.
- Accurately place AD and BC on a timeline.
- Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence.
- Use artefacts to make deductions about the Amesbury Archer's life.
- Identify gaps in their knowledge of the Bronze Age.
- Explain how bronze was better than stone and how it transformed farming.
- Explain how trade increased during the Iron Age and why coins were needed.
- Identify changes and continuities between the Neolithic and Iron Age periods.
- Explain which period they would prefer to have lived in, providing evidence for their choice.

Art

Storytelling through drawing

Children will learn to:

Explore the work of artists who tell stories through imagery.

Respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts.

Work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.

Use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.

Use line, shape, and colour using a variety of materials to test my ideas.

Think about how I might use composition, sequencing, mark making and some text in my drawings.

Create a finished piece which contains sequenced images to describe a narrative

Take a photograph of my work, thinking about lighting and focus.

Autumn 1

Year 3/4

Computing

CNS 3 Connecting Computers

Children will learn how to:

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

Science

Archaeology (Full Term)

Children will learn how to:

To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (R Y3)

□ To describe in simple terms how fossils are formed when things that have lived are trapped within rock. (R Y3)

□ To recognise that soils are made from rock and organic matter. (R Y3)

□ Identify that humans and some other animals have skeletons for support, protection and movement (A Y3)

□ Identify different teeth in humans and name their functions. (L Y4)

□ Compare teeth of carnivores and herbivores, and suggesting reasons for differences (L Y4)

Maths

Year 4 will focus on:

Place value

Length and perimeter

Statistics

Addition and subtraction

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Addition and subtraction