Autumn 2

Year 3/4

English

Class Novel Charlie and the Chocolate Factory Diaries

Year 3

Generate and select from vocabulary banks, e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.

-Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually.

(Y3) Explore, identify and create complex sentences using a range of conjunctions, e.g. when, if because, although, while, since, until, before, after, so, as.

(Y3) Generate and select from vocabulary banks, e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type

-Explore, identify, collect and use noun phrases and expanded noun phrases, e.g. the crumbly cookie with tasty marshmallow pieces

Plan, draft, write and edit own diary

Setting Description

Look at a range of setting descriptions across books

-Create sentences with fronted adverbials for where.

-Use commas after fronted adverbials.

Plan, draft, write and edit own setting description based on Charlie and the Chocolate Factory

Christmas writing based on 'Over and Under the Snow' by Kate Messner comparative poetry structure.

RE

Christianity What does it mean to be a disciple of Jesus? **Children will learn:**

* know what is meant by discipleship
* know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus
* identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19)
* describe how and why Christians might try to follow the example of Jesus through mission and charity work
* describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs

Christianity What do Christians mean by 'The Holy Spirit?

know what Christians mean by the Holy Spirit

suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities

identify Christian values exemplified in the gifts/fruits of the Spirit

identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations

describe how and why Pentecost is celebrated

Geography

Why do people live near Volcanoes?

?Children will learn:

Name all four layers of the Earth in the correctorder, stating one fact a bout each layer.

Explain one or more ways a mountain can be formed.

Give a correct example of a mountain range and its continent.

Describe a tectonic plate and know that mountains occur along plate boundaries.

Correctly label the features of shield and composite volcanoes and explain how they form.

Name three ways in which volcanoes can be classified.

Describe how volcanoes form at tectonic plate boundaries.

Explain a mix of negative and positive consequences of living near a volcano.

State whether they would or would not want to live near a volcano.

State that an earthquake is caused when two plate boundaries move and shake the ground.

DT

Wearable Technology

Children will learn to:

Give a brief explanation of the digital revolution and/or remember key examples.

- Suggest a feature from the virtual micro:bit that is suitable for the product.
- Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed.
- Identify errors, if testing is unsuccessful, by comparing their code to a correct example.
- Explain the basic functionality of their finished program.
- Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user.
- Create annotated diagrams to help illustrate how their product is worn.
- Describe what is meant by 'point of sale display' with an example.

PE

Swimming

Jump in from poolside safely

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.

Travel using recognised leg action for 5m on front and back

Perform a log roll from back to front

Perform a log roll from front to back

Forest School

Developing self belief and confidence

Promoting resilience and problem solving

Enhancing social skills and team work

Exploring the natural world

Computing

CM3 Stop Frame

Children will learn how to:

To explain that animation is a sequence of drawings or photographs

To relate animated movement with a sequence of images

To plan an animation

To identify the need to work consistently and carefully

To review and improve an animation

To evaluate the impact of adding other media to an animation

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:

Multiplication

Division

Time

3-D Shape

Year 3 will focus on:

Multiplication

Division

Time

3-D Shape