

English

Fables

Use prefixes to understand meanings e.g. *un-, dis-, mis-, re-*.

Take account of punctuation, when reading.

Retell a range of fables.

Identify and discuss themes e.g. *weak and strong, wise and foolish*.

Discuss their understanding of the text.

Make predictions based on details.

Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.

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*.

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

Read and analyse fables in order to plan and write their own versions.

Create and develop characters for a fable.

Discuss and record ideas for planning.

Generate and select from vocabulary banks e.g. *noun phrases, powerful verbs, synonyms for said*

RE **Hindu Dharma – What might a Hindu learn through celebrating Diwali?**

Children will learn:
explore teachings about good and evil in the story of Rama and Sita
describe what moral guidance Hindus might gain from the story of Rama and Sita
make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma
use subject specific language to describe how and why Hindus celebrate Diwali
explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil

History **How have children's lives changed?**

Children will learn:

To make inferences and deductions from primary and secondary sources.
To explain why children needed to work.
To identify the jobs Tudor and Victorian children had.
To describe the working conditions of Tudor and Victorian children.
To identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
To use sources to identify leisure activities and compare them over time.
To identify diseases past children suffered from and discuss how effective the treatments were.

Art **Gestural Drawing with Charcoal**

Children will learn to:

I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.
I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.
I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.
I can understand what Chiaroscuro is and how I can use it in my work.
I can use light and dark tonal values in my work, to create a sense of drama.
I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same.

Autumn 1 **Year 3/4**

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.

Striking and Fielding

To demonstrate an underarm throw with accuracy.
To catch a ball.
To catch a ball in a striking and fielding game.
To demonstrate how to strike a ball from a batting tee or drop feed.
To apply simple tactics in a modified competitive game.

Computing **Programming 3a Sequencing Sounds**

Children will learn how to:

To explore a new programming environment
To identify that commands have an outcome
To explain that a program has a start
To recognise that a sequence of commands can have an order
To change the appearance of my project
To create a project from a task description

Science **From Amazon to Antarctica**

Children will learn how to:

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Maths

Year 4 will focus on:

Place value

Length and perimeter

Statistics

Addition and subtraction

Year 3 will focus on:

Place value

Length and perimeter

Statistics

Addition and subtraction