

## Geography

### To investigate Places

Ask and answer geographical questions about the physical and human characteristics of a location.

Explain own views about locations, giving reasons.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

Use a range of resources to identify the key physical and human features of a location.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics.

### To investigate patterns

Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.

Describe geographical similarities and differences between countries

### To communicate geographically

Describe key aspects of: physical geography, including: rivers, mountains, human geography, including: settlements and land use.

Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the UK and wider world.



## Our Extreme World Year 3 and 4 Autumn 2 Year B

During this geography-based topic we will experience and investigate number of extreme natural weathers and disasters, we may even recreate some of them in the classroom! We will use maps and atlases to locate disasters. We will even consider whether we would want to live in a 'disaster zone'. We will be creative and make extreme pieces of artwork too, using a number of different techniques. We will need to be accurate and creative, to design and make a photo-frame in our DT project



## Art and Design

### Painting

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

Mix colours effectively.

Use watercolour paint to produce washes for backgrounds then add detail.

Experiment with creating mood with colour.

### Collage

Select and arrange materials for a striking effect.

Ensure work is precise.

Use coiling, overlapping, tessellation, mosaic and montage.

### Sculpture

Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).

Include texture that conveys feelings, expression or movement

Add materials to provide interesting detail.

Use clay and other mouldable materials.



## Music

### Year 4 - Hot House and Year 3 - Charanga

#### To Perform

Sing in tune.

Maintain a simple part within a group

Pronounce words within a song clearly

Show control of voice.

Play notes on an instrument with care so that they are clear.

Perform with control and awareness of others.

#### To compose

Create repeated patterns with a range of instruments.

Create accompaniments for tunes.

#### To transcribe

Devise non-standard symbols to indicate when to play and rest.

Recognise the notes EGBDF and FACE on the musical stave.

Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

#### To describe music

Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

Evaluate music using musical vocabulary to identify areas of likes and dislikes.

Understand layers of sounds and discuss their effect on mood and feelings



## PE

### Gymnastic (equipment/apparatus)

Plan, perform and repeat sequences.

Move in a clear, fluent and expressive manner.

Refine movements into sequences.

Show changes of direction, speed and level during a performance.

Travel in a variety of ways, including flight, by transferring weight to generate power in movements.

On variety of equipment, hold a position whilst balancing on different points of the body and recognise how centre of gravity might have an impact on this.

### Fitness

To recognise the importance of keeping fit.

To understand what we can do to keep fit in terms of healthy living and physical activity.

To develop the coordination, movement, flexibility and strength of our bodies.

To understand what circuit training is and complete various activities in a circuit.



## PSHE

### Kapow

To understand and plan for a healthy lifestyle including physical activity, rest and diet

To understand how we can look after our teeth

To understand what relaxation techniques can be used anywhere

To identify my own strengths and begin to see how they can affect others

To break down barriers into smaller, achievable goals

To understand a range of emotions

To begin to understand what mental health is and who can help if the need it



## DT

### Materials

Cut materials accurately and safely by selecting appropriate tools.

Measure and mark out to the nearest millimetre.

Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).

Select appropriate joining techniques.

### Construction

Choose suitable techniques to construct products or to repair items

Strengthen materials using suitable techniques.

### To design, make, evaluate and improve

Design with purpose by identifying opportunities to design.

Make products by working efficiently (such as by carefully selecting materials).

Refine work and techniques as work progresses, continually evaluating the product design.

### To take inspiration from design throughout history

Disassemble products to understand how they work.



## RE

### Autumn 1 and 2 topic

#### Why are festivals important to religious communities?

#### To understand beliefs and teachings

Present the key teachings and beliefs of a religion

#### To understand practises and lifestyles.

Identify religious artefacts and explain how and why they are used.

#### To reflect

Show an understanding that personal experiences and feelings influence attitudes and actions.

Ask questions that have no universally agreed answers.

#### To understand values

Describe how some of the values held by communities or individuals affect behaviour and actions.



## English

### Poetry and Myths and Legends - Writing

#### Composition

- Use the main features of a type of writing (identified in reading).
- Use techniques used by authors to create characters and settings.
- Compose and rehearse sentences orally.
- Plan, write, edit and improve.
- Create characters, settings and plots.
- Use alliteration effectively.
- Use similes effectively.
- Use a range of descriptive phrases including some collective nouns.
- Use the perfect form of verbs to mark relationships of time and cause.
- Use connectives that signal time, shift attention, inject suspense and shift the setting.
- Organise paragraphs around a theme.
- Sequence paragraphs.
- Use a mixture of simple, compound and complex sentences.
- Write sentences that include:
  - conjunctions
  - adverbs
  - clauses
  - adverbial phrases.

#### Transcription

- Join letters, deciding which letters are best left un-joined.
- Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
- Use prefixes and suffixes and understand how to add them.
- Spell homophones correctly.
- Spell correctly often misspelt words.
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Develop understanding of writing concepts by:
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.
  - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
  - Using conjunctions, adverbs and prepositions to express time and cause.
  - Using fronted adverbials.
- Indicate grammatical and other features by:
  - Using commas after fronted adverbials.
  - Indicating possession by using the possessive apostrophe with plural nouns.

#### Analysis and Presentation

Use and understand grammatical terminology when discussing writing and reading:

##### Year 3

- word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.

##### Year 4

- pronoun, possessive pronoun, adverbial



## English

### Reading

#### Read words accurately

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).
- Read further exception words, noting the spellings.

#### Understand texts

- Draw inferences from reading.
- Predict from details stated and implied
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
- Prepare poems and plays to read aloud with expression, volume, tone and intonation.
- Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
- Recognise some different forms of poetry.
- Explain and discuss understanding of reading, maintaining focus on the topic.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure and presentation contribute to meaning.
- Ask questions to improve understanding of a text.



## Science

### To work scientifically

- Ask relevant questions.
- Set up simple, practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- 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, bar charts and tables.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings.



### Physics - To understand electrical circuits

- Identify common appliances that run on 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.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

## Maths

### Year 4 - White Rose and Chris Quigley



#### Addition and Subtraction

Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

- 3 digit and 3 digit and 4 digit and 4 digit

Estimate and use inverse operations to check answers to a calculation.

Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.

#### Length and perimeter

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

- Add and subtract lengths

Convert between different units of measure. (for example, kilometre to metre; hour to minute)

- Equivalent m/cm and cm/mm

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

Find the area of rectilinear shapes by counting squares.

#### Multiplication and Division

Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects).

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

- Multiply and divide by 10 and 100

- Multiply by 1 and 0

- Divide by 1 and itself

Recognise and use factor pairs and commutativity in mental calculations.

Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems.

Recall multiplication and division facts for multiplication tables up to  $12 \times 12$

- Multiply and divide by 3

- Multiply and divide by 6

- Multiply and divide by 9

- Multiply and divide by 7

## Maths

### Year 3 - White Rose and Chris Quigley



#### Addition and Subtraction

Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

- 2 digit and 3 digit and 3 digit and 3 digit

Add and subtract numbers mentally, including:

A three-digit number and ones.

A three-digit number and tens.

A three-digit number and hundreds.

Estimate and use inverse operations to check answers to a calculation.

Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.

#### Multiplication and Division

Recognise and use factor pairs and commutativity in mental calculations.

Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems.

Recall multiplication and division facts for multiplication tables up to  $12 \times 12$

- Multiply and divide by 2

- Multiply and divide by 5

- Multiply and divide by 10

- Multiply and divide by 3

- Multiply and divide by 4

- Multiply and divide by 8

## Online Safety



### Privacy and Security

I can describe simple strategies for creating and keeping passwords private

I can give reasons why someone should only share information with people they choose to and can trust.

I can explain that if they are not sure or feel pressured then they should tell a trusted adult.

I can describe how connect devices can collect and share anyone's information with others.

## Computing



### To Communicate

Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally