



Class Three		Year Group: Y3/4		Year 2022-23	
TOPIC TITLE:	Waste not want not [plastic pollution, global citizenship]	Through the Ages [British history: Stone/Bronze/ Iron Age]	Poles Apart [Geography]	Romans on the Rampage! [British & local history]	
	Autumn Term One & Two		Spring Term Three and Four		Summer Term Five and Six
Understanding English, communication and languages	<p>FOCUS: Children use and apply their literacy skills confidently and competently in their learning and in everyday contexts. They convey ideas and opinions clearly and respond creatively and critically to a wide range of information and ideas.</p> <p>1. listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively</p> <p>2. read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper and on screen, in order to access ideas and information</p> <p>3. write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts</p> <p>4. analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.</p>				
	<p>Suggested Genres 6 units of narrative (1 of 6) 2 units of poetry (1 of 2) 1 unit of persuasion/letters 1 unit of information texts 1 unit of recount Instruction (across the curriculum) Playscripts: reading only (i.e. for guided reading)</p>	<p>Essential knowledge a. how language is used to express, explore and share information, ideas, thoughts and feelings b. the power of language and communication to engage people and influence their ideas and actions c. how creativity and imagination are essential to making new meanings, exploring and experimenting with language and creating effects d. how languages work, their structures and conventions, variations in use and changes over time e. how languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times.</p>			
Mathematical Understanding	<p>Year 3 Place value Addition and subtraction Multiplication and division</p> <p>Year 4 Place value Addition and subtraction Multiplication and division</p>		<p>Year 3 Multiplication and division Money Statistics Length Fraction Time</p> <p>Year 4 Multiplication Area Fractions Decimals Money</p>		<p>Year 3 Fractions Shape Time Money Mass Capacity</p> <p>Year 4 Decimals Geometry – Shape and angles Geometry – Position and Direction Money Time Statistics</p>
	<p>Poetry – Line Poetry based on 'Planet full of Plastic' by Neal Layton. Write creatively expressing the impact that plastic pollution can have on our planet. Persuasion and Debate – Explore persuasive devices - write a letter to our local MP raising issues/facts about the plastic problem. Narrative – Plan, draft, edit and publish a short story using 'Stone Age Boy' by Satoshi Kitamura as inspiration. Instructions - Learn about the structure of instructions and the vocabulary used to create a set of instructions based on 'How to Wash a Woolly Mammoth'</p>				
Religious Education	<p>Christianity, Hinduism and Judaism</p> <p>Oxford Diocese Scheme of Work & Big Questions: 1. Do Murtis Help Hindus Understand God? 2. Does The Christmas Narrative Need Mary?</p>		<p>1. Is A Jewish Child Free To Choose How To Live? 2. Why Do Christians Call The Day Jesus Died 'Good Friday'?</p>		<p>1. What Kind Of World Did Jesus Want? 2. Does Prayer Change Things?</p>
Scientific and Technological understanding (SC / DT / Computing)	<p>Science:</p> <ul style="list-style-type: none"> States of Matter – grouping materials according to whether they are solids, liquids or gases and look at their characteristics. Explore how these states can change when heated or cooled. The process of evaporation. Eating and Digestion - herbivores, carnivores and omnivores. Investigate food chains. Focus on teeth and how our digestive system works. <p>DT: Waste Not, Want Not</p> <ul style="list-style-type: none"> Repurposing unwanted items to create new ones specific to a new use. Working with textiles and plastic materials. Planning, designing, making, evaluating. Inspired by the work of Isatou Ceesay. <p>Computing:</p> <ul style="list-style-type: none"> Word Processing – Focus on changing font, upper and lower case, text size, underling and using bold, formatting text boxes. Searchers and Surfers - Internet Research – Safe use of the Internet, search engines, how the Internet Works. 		<p>Science:</p> <ul style="list-style-type: none"> • <p>DT:</p> <ul style="list-style-type: none"> • <p>Computing:</p> <ul style="list-style-type: none"> • 		<p>Science:</p> <ul style="list-style-type: none"> • <p>DT:</p> <ul style="list-style-type: none"> • <p>Computing:</p> <ul style="list-style-type: none"> •
Historical, geographical and social understanding (Hist / Geog)	<p>Geography:</p> <ul style="list-style-type: none"> Oceans - We will ask questions which will allow us to explore what an ocean is, how deep our oceans are, why our oceans are important, what lives in our oceans, why they are under threat and how we can play an active part in protecting our oceans. <p>History:</p> <ul style="list-style-type: none"> Through the Ages - We will find out what pre-history is, we will take a look at Stone Age People, explore Star Carr (an archaeological site in North Yorkshire), learn about Stonehenge, then move on to explore the Bronze Age and the Iron Age. 		<p>Geography:</p> <ul style="list-style-type: none"> • <p>History:</p> <ul style="list-style-type: none"> • 		<p>Geography:</p> <ul style="list-style-type: none"> • <p>History:</p> <ul style="list-style-type: none"> •

Understanding the arts <i>(Art / MU)</i>	Art: Through The Ages – Darkness And Light <ul style="list-style-type: none"> • Cave paintings provide a platform for exploring shade and tone and hue. Paint, pastel and charcoal will be used to recreate images seen in caves dating back to the Stone Age. A study of Stonehenge will inspire further charcoal work with a focus on darkness (shade) and light. Music: <ul style="list-style-type: none"> • Violins 	Art: <ul style="list-style-type: none"> • Music: <ul style="list-style-type: none"> • 	Art: <ul style="list-style-type: none"> • Music: <ul style="list-style-type: none"> •
Understanding physical development, health and wellbeing <i>(PE / PSHE)</i>	PE: <ul style="list-style-type: none"> • Netball • Hockey • Dance 	PE: <ul style="list-style-type: none"> • 	PE: <ul style="list-style-type: none"> •
	PSHE (SCARF): <ul style="list-style-type: none"> • Me and My Relationships • Valuing Difference 	PSHE (SCARF): <ul style="list-style-type: none"> • Keeping Ourselves Safe • Rights and Responsibilities 	PSHE (SCARF): <ul style="list-style-type: none"> • Being My Best • Growing And Changing