



	Class Three	Year Group: Y3/4	Year 2023-24	
TOPIC TITLE:	Secrets Within The Walls	Nature Explorers	Shakespeare	Mummies Unwrapped
	Autumn Term One & Two	Spring Term Three and Four		Summer Term Five and Six
Understanding English, communication and languages	<b>FOCUS:</b> 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.  1. <b>listen attentively, talk clearly and confidently</b> about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively 2. <b>read accurately and fluently to comprehend and critically respond</b> to texts of all kinds, on paper and on screen, in order to access ideas and information 3. <b>write, present and broadcast</b> 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 4. <b>analyse, evaluate and criticise</b> a range of uses of language in order to draw out meaning, purpose and effect.			
	<b>Suggested Genres</b> 6 units of narrative 2 units of poetry 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)	<b>Essential knowledge</b> 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.		
Mathematical Understanding	<b>Year 3</b> Place value Addition and subtraction Multiplication and division  <b>Year 4</b>  Place value Addition and subtraction Multiplication and division	<b>Year 3</b> Multiplication and division Money Statistics Length Fraction Time  <b>Year 4</b> Multiplication Area Fractions Decimals Money	<b>Year 3</b> Fractions Shape Time Money Mass Capacity  <b>Year 4</b> Decimals Geometry – Shape and angles Geometry – Position and Direction Money Time Statistics	
Religious Education	Christianity, Hinduism and Judaism  <b>Oxford Diocese Scheme of Work &amp; Big Questions:</b>  1. What Is It Like To Follow God? UC: 2a.2 2. What Is The Trinity? UC: 2a.3	<b>Oxford Diocese Scheme of Work &amp; Big Questions:</b>  1. Why do people argue that some places are spiritual? ODBE: Y4, Unit 3 (new) 2. Does Easter Make Sense Without Passover? ODBE: Y3, Unit 4	<b>Oxford Diocese Scheme of Work &amp; Big Questions:</b>  1. When Jesus Left What Was The Impact Of Pentecost? UC: 2a.6 2. What Do Christians Learn From The Creation Story? UC: 2a.1	
Scientific and Technological understanding (SC / DT / Computing)	<b>Science: Electricity</b> As Scientists children will learn about common electrical appliances and how to construct simple series circuits. They will become familiar with the key words linked to the topic and how to apply them appropriately. Children will learn about cells, wires, bulbs and buzzers and about the different types of switches. They will be able to troubleshoot and identify whether or not a bulb will light in a simple series circuit and be able to identify a complete circuit. The children will also learn about conductors and insulators and know that metals are very good electrical conductors. <b>Computing: Desktop Publishing</b> Children will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Children will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Children will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.	<b>Science:</b> <b>Children will learn about how plants grow.</b> <ul style="list-style-type: none"><li>They will identify and describe the functions of the roots of flowering plants</li><li>Investigate the way in which water is transported within plants</li><li>Identify and describe the functions of leaves in flowering plants</li><li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li><li>Explore some of the ways in which flowering plants disperse their seeds and they will understand the structure of seeds and their importance as a food source.</li></ul> <b>DT: Nature Explorers – The World On A Stick?</b> <ul style="list-style-type: none"><li>A look at the mechanics of levers and linkages – making things move this way and that</li><li>Exploration of shadow puppetry including history</li><li>Exploring moving shadow puppets – themes from nature</li></ul> <b>DT: Shakespeare’s Shadows</b> <ul style="list-style-type: none"><li>Linking puppetry with the world of Shakespeare</li><li>Designing and making shadow puppets with a range of moving parts</li><li>Puppet show!</li></ul> <b>DT: Diet and nutrition, food preparation.</b> <ul style="list-style-type: none"><li>Roots culinary experience visit.</li></ul> <b>Computing: Programming -</b> <ul style="list-style-type: none"><li>Explore the links between events and actions. The children begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. The sessions will conclude with the children designing and coding their own maze-tracing program.</li></ul>	<b>Science:</b> <ul style="list-style-type: none"><li></li></ul> <b>DT:</b> <ul style="list-style-type: none"><li></li></ul> <b>Computing:</b> <ul style="list-style-type: none"><li></li></ul>	

Historical, geographical and social understanding <i>(Hist / Geog)</i>	<b>History:</b> The Norman Conquest. We will understand who the contenders for the throne were in 1066, know about the Battle of Stamford Bridge and the Battle of Hastings, understand William’s problems after the Battle of Hastings, find out about Norman castles, know how to become a knight, know about life in Norman times under the feudal system and find out about the compilation and importance of the Domesday book.		<b>Geography:</b> <ul style="list-style-type: none"><li></li></ul> <b>History:</b> <ul style="list-style-type: none"><li></li></ul>
Understanding the arts <i>(Art / Mu)</i>	<b>Art:</b> Take One Picture Secrets Within The Walls – Watercolour Journey <b>Music:</b> Violins	<b>Art: (DT focus – see above)</b> <b>Music:</b> Violins	<b>Art: Mummies Unwrapped!</b> <ul style="list-style-type: none"><li>Study of human form, sketching skills.</li><li>Exploration of ancient Egyptian arts.</li><li>Sculpture (wire, Modroc)</li></ul> <b>Music:</b> <ul style="list-style-type: none"><li></li></ul>
Understanding physical development, health and wellbeing <i>(PE / PSHE)</i>	<b>PE:</b> Football Dodgeball	<b>PE:</b> Dance Rugby	<b>PE:</b> <ul style="list-style-type: none"><li></li></ul>
	<b>PSHE (Y4 SCARF):</b> <ul style="list-style-type: none"><li>Me and my relationships</li><li>Valuing difference</li></ul>	<b>PSHE (Y4 SCARF):</b> <ul style="list-style-type: none"><li>Keeping Myself Safe</li><li>Rights and Responsibilities</li></ul>	<b>PSHE (Y4 SCARF):</b> <ul style="list-style-type: none"><li>Being My Best</li><li>Growing and Changing</li></ul>