



	Class Three		Year Group: Y3/4		Year 2024-25	
TOPIC TITLE:	The Windrush [Caribbean migration]	Waste not want not [Food miles, 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	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. 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 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 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 4. analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.					
	Suggested Genres 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)		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.			
	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		Research Skills/Explanatory Text – Newspaper reports based on Shackleton’s Journey by William Grill Instructions - Learn about the structure of instructions and the vocabulary used to create a set of instructions based on The Great Explorer by Chris Judge Research Skills/Explanatory Text – Biography writing based on Coming to England by Floella Benjamin Poetry – Free Verse based on the work of Benjamin Zephania		Historical Narrative based on Escape from Pompeii by Christina Balit Write a job description and/ letter of application for Roman Gladiator/ Soldier inspired by You wouldn’t want to be a Roman Soldier by David Salariya and David Stewart Debate and Persuasion using the Roman Invasion as a stimulus Quest Story – Using a selection of Roman Myths	
Mathematical Understanding	Place value Addition and subtraction		Multiplication and Division Area and Perimeter Fractions Mass and Capacity		Fractions – Equivalent fractions, counting beyond , mixed numbers/improper fractions and conversions between them, add and subtract fractions. Decimals/Money – tenths/hundredths, comparing and ordering decimals, rounding decimals, conversions between £ and p, add and subtract money, give change. Time – Tell the time to 5 mins/1 min, use am and pm, convert between analogue and digital. Shape – angles, triangles, quadrilaterals, polygons, symmetry. Statistics – bar charts (draw and interpret), line graphs (draw and interpret), tables.	
Religious Education	Christianity, Hinduism and Judaism Oxford Diocese Scheme of Work & Big Questions: 1. How do Hindus Understand God (Brahman)? 2. Does The Christmas Narrative Need Mary?		1. Is A Jewish Child Free To Choose How To Live? 2. Why Do Christians Call The Day Jesus Died ‘Good Friday’?		1. What Kind Of World Did Jesus Want? 2. Does Prayer Change Things?	
Scientific and Technological understanding (SC / DT / Computing)	Science: States of Matter: <ul style="list-style-type: none">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. Living Things and their Habitats: <ul style="list-style-type: none">Explore a variety of ways to identify, sort, group and classify living things.Learn how animals are split into ‘vertebrates’ and ‘invertebrates’ and begin to consider the differences between living things within these classifications.Use and create classification keys to group, identify and name living things from the local habitat and beyond.Explore the problem that environments are subject to human-made and natural changes, and that these changes can have a significant impact on living things.Throughout the unit children work scientifically by gathering, recording and presenting information in different ways. DT: Waste Not, Want Not <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. Computing: <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.		Science: Rocks and Soils: <ul style="list-style-type: none">Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Forces and Magnets <ul style="list-style-type: none">explore different types of magnets, magnet speed and magnet strength. We will learn about the two poles and investigate whether they repel or attract. Computing: <ul style="list-style-type: none">Searchers and Surfers - Internet Research – Safe use of the Internet, search engines, how the Internet Works.Presenting information – using PowerPoint to present information		Science: Animals including Humans: This unit recaps the children’s learning about how animals survive and stay healthy and helps children to learn more about what makes a healthy, balanced diet. The children also explore the different types of skeletons that animals have and compare these. They learn some names of bones in the human body and carry out an investigation to explore if people with longer femurs jump further. They will explore food chains and look at how human influences are affecting these. DT: Ready, Aim, Fire! Looking at Roman siege engines, understanding the science behind their launch power. Exploring, trialing, testing and modifying designs. Continued: building on knowledge built during first half of term – following instructions to acquire skills in carpentry with a view to constructing a more complex catapult. Investigating and selecting materials to add functional wheels. Testing, competing, evaluating. Computing: <ul style="list-style-type: none">Search Engines – independent researchTo be able to create a branching database.To be able to use a spreadsheet to create a database.To be able to use computing to create a spreadsheet and corresponding graph.	

<p>Historical, geographical and social understanding <i>(Hist / Geog)</i></p>	<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: Coming to England – we will appreciate difference and diversity in the UK and the wider world and consider and debate our past and present relationships with the Caribbean. We will study the Empire Windrush and Caribbean migration. Who was Christopher Columbus and what role does he play in Caribbean history? How did slavery change life in the Caribbean islands? Why did people migrate to England from the Caribbean?</p>	<p>History: 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> <p>Geography:</p> <ul style="list-style-type: none"> The Poles - we will learn about the coldest places on Earth, why they are so cold and what it is like to live or work there. We will take a look at how animals (including humans) have adapted to life in extreme cold. <p>History:</p> <ul style="list-style-type: none"> Shackleton - we will find out about the great explorer Ernest Shackleton and his expeditions to the Antarctic. 	<p>History: Romans - Children will learn about the spread of the Roman Empire. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the Roman legacy. Children will learn about the origins of the city of Rome and about its growth and position at the heart of the Roman Empire. Finally, this unit will help the children to understand how the Roman Empire influenced and shaped the world and that the Romans left a lasting legacy on the 'Britain' that we know today.</p>
<p>Understanding the arts <i>(Art / Mu)</i></p>	<p>Art: Coming From The Caribbean Considering the power of colour applied in the form of Caribbean Batik artwork. Learn to appreciate naturally blended colours particularly when using media that is difficult to control i.e. watercolours, fabric dyes. Explore media used for 'colour resist' work on paper and fabric. Create a final piece pf Batik artwork.</p> <p>Music:</p> <ul style="list-style-type: none"> OCC Violins 	<p>Art: Through The Ages – Darkness And Light 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.</p> <p>Art: Fire and Ice A study of colour will include work on shade, tint and hue (reinforcing previous learning for some pupils) and push our learning on to explore the colour wheel and the effects of selecting certain colours i.e. warm/cool. We will look at some works from Edvard Munch, Vincent Van Gogh and take inspiration from contemporary Arctic artists Ted Harrison. We will work with paint but move on to collaging tissue paper and acetate.</p> <p>Music:</p> <ul style="list-style-type: none"> OCC Violins 	<p>Music:</p> <ul style="list-style-type: none"> OCC Violins
<p>Understanding physical development, health and wellbeing <i>(PE / PSHE)</i></p>	<p>PE:</p> <ul style="list-style-type: none"> Netball Hockey Dance 	<p>PE:</p> <ul style="list-style-type: none"> Gymnastics Cricket 	<p>PE:</p> <ul style="list-style-type: none"> TA Sport Stars Tennis Athletics Dance
	<p>PSHE (SCARF):</p> <ul style="list-style-type: none"> Me and My Relationships Valuing Difference 	<p>PSHE (SCARF):</p> <ul style="list-style-type: none"> Keeping Ourselves Safe Rights and Responsibilities 	<p>PSHE (SCARF):</p> <ul style="list-style-type: none"> Being My Best Growing And Changing
	<p>FOREST SCHOOL</p>		