



	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	
	Autumn Term One & Two		Summer Term Five and Six	
Understanding English, communication and languages	<p><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.</p> <ol style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> <li><b>analyse, evaluate and criticise</b> a range of uses of language in order to draw out meaning, purpose and effect.</li> </ol>			
	<p><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)</p>	<p><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.</p>		
Mathematical Understanding	<p><b>Year 3</b> Place value Addition and subtraction Multiplication and division</p> <p><b>Year 4</b> Place value Addition and subtraction Multiplication and division</p>	<p><b>Year 3</b> Multiplication and division Money Statistics Length Fraction Time</p> <p><b>Year 4</b> Multiplication Area Fractions Decimals Money</p>	<p><b>Year 3</b> Shape Time Money Mass Capacity</p> <p><b>Year 4</b> Decimals Geometry – Shape and angles Geometry – Position and Direction Money Time</p>	
Religious Education	<p>Christianity, Hinduism and Judaism</p> <p><b>Oxford Diocese Scheme of Work &amp; Big Questions:</b></p> <ol style="list-style-type: none"> <li>What Is It Like To Follow God? UC: 2a.2</li> <li>What Is The Trinity? UC: 2a.3</li> </ol>	<p><b>Oxford Diocese Scheme of Work &amp; Big Questions:</b></p> <ol style="list-style-type: none"> <li>Why do people argue that some places are spiritual? ODBE: Y4, Unit 3 (new)</li> <li>Does Easter Make Sense Without Passover? ODBE: Y3, Unit 4</li> </ol>	<p><b>Oxford Diocese Scheme of Work &amp; Big Questions:</b></p> <ol style="list-style-type: none"> <li>When Jesus Left What Was The Impact Of Pentecost? UC: 2a.6</li> <li>What Do Christians Learn From The Creation Story? UC: 2a.1</li> </ol>	
Scientific and Technological understanding (SC / DT / Computing)	<p><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.</p> <p><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.</p>	<p><b>Science:</b> <b>Children will learn about how plants grow.</b></p> <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> <p><b>DT: Nature Explorers – The World On A Stick?</b></p> <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> <p><b>DT: Shakespeare's Shadows</b></p> <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> <p><b>DT: Diet and nutrition, food preparation.</b></p> <ul style="list-style-type: none"> <li>Roots culinary experience visit.</li> </ul> <p><b>Computing:</b> <b>Programming -</b></p> <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>	<p><b>Science: Light and Sound</b> As Scientists children will recognise that we need light in order to see. They will explore how light is reflected from surfaces. They will explore the Sun as a light source and identify the difference between night and day. They will investigate what shadows are and why they are formed and investigate how the size of shadows changes throughout the day. They will learn about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made. The children will work in a hands-on way to explore pitch and will use their understanding of how high and low sounds are made. They will have the opportunity to make a string telephone, and will use this to investigate how sounds change over distance and through different materials. Finally, they will demonstrate their learning from the whole unit by designing and creating their own musical instrument that will play high, low, loud and quiet sounds.</p> <p><b>Art:</b> Art this term will begin with a study the human body- its proportions and form. We will explore the use of different pencil lines to create effects in sketching – particularly considering differences in male and female form. We will look at examples of ancient Egyptian artwork, specifically scenes found on pottery and inside tombs. We will recreate these using sketching techniques and pastel work, revisiting knowledge of shade and tone. We may finish with some scratch art. In term 6, we will pick up again on the human form, this time in a study of the body positions of sports people; drawing links with the Ancient Egyptians and their passion for sports as part of the 'Ma'at' beliefs, as well as with the modern day Olympic games. We will ask and answer questions around 'sculpture or statue' and identify features of each. We will build up to designing and work on sculptures replicating athletic/sports form as accurately as possible, to be completed with paints, once again considering shade and tone carefully.</p> <p><b>Computing: LKS2 Year 4 Computing systems and networks – The Internet</b> Children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false</p>	

<b>Historical, geographical and social understanding</b> <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.		information.  <b>History:</b> The children will consider what they already know about ancient Egypt and what they would like to find out. They will identify where Egypt is on a map and find out the difference between 'ancient' and 'modern'. They will use pictures and other prompts to start identifying features of Egypt and ancient Egypt. They will look at a map of ancient Egypt and identify the importance of the Nile to ancient Egyptian settlements. They will find out how ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life. They will find out about Howard Carter and the discovery of Tutankhamen's tomb in 1922. They will look at some of the artefacts found in the tomb, including the sarcophagus and death mask. They will start to explain what we can learn about ancient Egypt from artefacts found by archaeologists. They will explore a variety of ancient Egyptian artefacts and think about what they can tell us about everyday life in ancient Egypt. They will find out about the Rosetta stone and why it was such an important discovery for translating hieroglyphics. They can also think about the artefacts they might leave for other generations and what they might say about our society. They will generate a variety of questions to research about everyday life in ancient Egypt for categories such as food, clothing, farming and religion. They will learn about ancient Egyptian beliefs, including some of the major gods and goddesses. They will find out about temples and pyramids before looking at beliefs in the underworld and life after death. They can then explore the process of mummification. They will consolidate everything they have learnt about ancient Egypt, in particular considering the role artefacts play in helping us find out about the past. The unit will culminate with the children selecting their own research projects on their chosen Egyptian theme which they will then present to their peers.
<b>Understanding the arts</b> <i>(Art / Mu)</i>	<b>Art:</b> Take One Picture Secrets Within The Walls – Watercolour Journey <b>Music:</b> Violins	<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> Violins
<b>Understanding physical development, health and wellbeing</b> <i>(PE / PSHE)</i>	<b>PE:</b> Football Dodgeball  <b>PSHE (Y4 SCARF):</b> <ul style="list-style-type: none"> <li>• Me and my relationships</li> <li>• Valuing difference</li> </ul>	<b>PE:</b> Dance Rugby  <b>PSHE (Y4 SCARF):</b> <ul style="list-style-type: none"> <li>• Keeping Myself Safe</li> <li>• Rights and Responsibilities</li> </ul>	<b>PE: (TA Sport Stars)</b> Tennis Athletics Golden Mile – Personal Bests  <b>PSHE (Y4 SCARF):</b> <ul style="list-style-type: none"> <li>• Being My Best</li> <li>• Growing and Changing</li> </ul>