Sheriffhales Primary School

Year 3 & Year 4 Learning Overview
Autumn Term 1 Cycle A



Year 3 & Year 4 Learning Overview

Maths

Year 3:
Identify, represent and estimate numbers using different representations Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Identify, represent and estimate numbers using different representations Read and write numbers up to 1,000 in numerals and words Identify, represent and estimate numbers using different representations Add and subtract numbers mentally, including: • a 3-digit number and ones • a 3-digit number and tens • a 3-digit number and hundreds

Year 4:
Read and write numbers up to 1,000 in numerals and words (Y3) • Identify, represent and estimate numbers using different representations Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) (Y3) Identfiy, represent and estimate numbers using different representations Count in multiples of 6, 7, 9, 25 and 1,000 Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

English

All reading, writing, spelling, grammar, puctuation and handwriting objectives will be taught through the following sequences this half term:

The Whale by by Ethan And Vita Murrow

Writing stimulus-

Newspaper Report

Setting narrative



Science

A chemistry focus looking at Rocks

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.

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History

Would you prefer to have lived in the Stone, Bronze or Iron Age?

- Understand that prehistory was a long time ago.
- Accurately place AD and BC on a timeline.
- Identify conclusions that are certainties and possibilities based on archaeological evidence.
- Explain the limitations of archaeological evidence.
- Use artefacts to make deductions about the Amesbury Archer's life.
- Identify gaps in their knowledge of the Bronze Age.
- Explain how bronze was better than stone and how it transformed farming.
- Explain how trade increased during the Iron Age and why coins were needed.
- Identify changes and continuities between the Neolithic and Iron Age periods.
- Explain which period they would prefer to have lived in, providing evidence for their choice.





RE

What is it like for someone to follow God?

In this unit, pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.

ICT

Programming B – Repetition in games

In this Unit, pupils will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will start by comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices like routers and switches.



PSHE



Families and Relationships

We will be learning about how to deal with friendship issues and identifying bullying and its effects, learning about the issues with stereotyping, considering physical and emotional boundaries and who to trust, thinking about how to support someone who has suffered a bereavement.

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Music

Mamma Mia

This unit contains all the classic teaching resources you would expect; Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool.

French

French greetings with puppets

•Look carefully at a speaker and respond confidently with the appropriate gesture and phrase.
•Begin to recognise how some sounds (‘on’, ‘ou’, ‘et’ and ‘oi’) are represented in written form.
•Link actions or pictures to the new vocabulary, both in spoken and written form.
•Imitate the pronunciation of sounds, taking turns to speak and using appropriate intonation.
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•Order typical French food and/or drink

Art & DT

Sculpture & 3D: Abstract shape

This unit focuses on teaching pupils how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art. Use this unit hub to inform your medium-term plan and to navigate to related resources.

PE

Dance

Pupils crreate dances in relation to an idea. Pupils work individually, with a partner and small groups, haring their ideas. They will be given the opportunity to perform to others and provide feedback.

Outdoor Learning

Gardening-Harvesting

Harvesting vegetables such as pumpkins. Planting bulbs. Collecting seeds from plants and flowers.