Sheriffhales Primary School

Year 3 & Year 4 Learning Overview
Autumn Term 1



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 Iron Man by Ted Hughes and Chris Mould
- Approach Threat Narrative
- Explanation



Science

A biology focus looking at Living Things and their Habitats

•Recognise that living things can be grouped in a variety of ways.
•Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
•Recognise that environments can change and that this can sometimes pose dangers to living things.

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History

How have children's lives changed

We will make inferences and deductions from primary and secondary sources.
Explain why children needed to work.
Identify the jobs Tudor and Victorian children had.
Describe the working conditions of Tudor and Victorian children.
Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
Use sources to identify leisure activities and compare them over time.
Identify diseases past children suffered from and discuss how effective the treatments were.





RE

What do Christians learn from the Creation Story?

We will focus on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. We will look at Genises and key messages within it for many Christians about the world being good and how Christians are called to look after God's world.. We will think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.

ICT

Computing systems and networks – Connecting computers

We will develop an understanding of digital devices, with an initial focus on inputs, processes, and outputs. We 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 recap what the subject of PSHE is and how we can help everyone to learn effectively in these lessons. That friendships have ups and downs and that problems can be resolved. That families love and support each other but sometimes problems can occur and help is available if needed

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Music

Creating compositions for an animation

We will verbalise how the music makes them feel.
Create actions or movements appropriate to each section of a piece of music.
Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
Play melodies and rhythms which represent the section of animation they are accompanying.

Spanish

Welcome to Spain (cycle B)

We will form a short phrase to say their name.
Follow and repeat a short sequence of phonemes and identify them in words they hear.
Use thumbs to make a gesture that corresponds to a phrase they hear.
Say how they are feeling using one or more phrases.
Build sentences to introduce themselves and say where they live.
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Art & DT

Prehistoric painting

Recognise the processes involved in creating prehistoric art.
Explain approximately how many years ago prehistoric art was produced.
Use simple shapes to build initial sketches.
Create a large-scale copy of a small sketch. Use charcoal to recreate the style of cave artists. Demonstrate good understanding of colour mixing with natural pigments. Discuss the differences between prehistoric and modern paint. Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. Successfully make positive and negative handprints in a range of colours.

PE

Outdoor adventurous activities

We will develop problem solving skills through a range of challenges. We will work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. We will learn what makes a good team and explore key skills such as inclusion and trust. We will begin to learn to orientate a map, identify key symbols and draw and follow routes.

Outdoor Learning

Gardening

Harvesting vegetables. Planting bulbs. Collecting seeds from plants and flowers.