

UNIT TITLE:								
Unit organiser								
Class 3 – Year 3 & 4								
Knowledge and Skills: The bigger picture								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Maths</b>	<b>Baseline Assessment</b>	<u><b>Y3- Place Value</b></u> Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds  <u><b>Y4- Place Value</b></u> Represent numbers to 1000 Partition numbers to 1000 Number line to 1000 Thousands	<u><b>Y3- Place Value</b></u> Represent numbers to 1000 Partition numbers to 1000 Flexible partitioning to 1000 Hundreds, tens and ones Find 1, 10 or 100 more or less  <u><b>Y4- Place Value</b></u> Represent numbers to 10,000 Partition numbers to 10,000 Flexible partitioning to 10,000 Find 1, 10, 100, 1000 more or less	<u><b>Y3- Place Value</b></u> Number Line to 1000 Estimate on a number line to 1000 Compare numbers to 1000 Order numbers to 1000 Count in 50s  <u><b>Y4- Place Value</b></u> Number Line to 10,000 Estimate on a number line to 10,000 Compare numbers to 10,000 Order numbers to 10,000 Roman numerals	<u><b>Y3- Addition and Subtraction</b></u> Apply number bonds to 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s Spot the Pattern  <u><b>Y4- Place Value</b></u> Round to the nearest 10 Round to the nearest 100 Round to the nearest 1000 Round to the nearest 10, 100 or 1000	<u><b>Y3- Addition and Subtraction</b></u> Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10 Subtract 10s across a 100 Make Connections  <u><b>Y4- Addition and Subtraction</b></u> Add and subtract 1s, 10s, 100s and 1000s Add up to two 4-digit numbers no exchange Add two 4-digit numbers (one exchange) Add two 4-digit numbers (more than one exchange)	<u><b>Y3- Addition and Subtraction</b></u> Add two numbers (no exchange) Subtract two numbers (no exchange) Add two numbers across a ten Add two numbers across a hundred Add two- and three-digit numbers  <u><b>Y4- Addition and Subtraction</b></u> Subtract two 4-digit numbers no exchange Subtract two 4-digit numbers (one exchange) Subtract two 4-digit numbers (more than one exchange)	<u><b>Y3- Addition and Subtraction</b></u> Subtract a two digit from a three-digit number Complements to 100 Estimate answers Inverse Operation Make decisions  <u><b>Y4- Addition and Subtraction</b></u> Efficient subtraction Estimate answers Checking strategies
<b>Reading</b>	<b>Baseline Assessments</b>	<u><b>Orangutans</b></u> Introduce the text and Echo Reading  Summarising a text  Word meaning  Retrieve and record information	<u><b>Spiders</b></u> Introduce the text and echo reading  Vocabulary and fluency  Summarise a text  Independent vocabulary and reading questions	<u><b>Save Our Forest</b></u> Activate prior knowledge  Vocabulary and fluency  Introduce text and echo reading  Summarise a text  Word meaning	<u><b>Save Our Forest</b></u> Make and justify inferences  <u><b>Gertie vs the Goliaths</b></u> Introduce the text and echo reading  Vocabulary and fluency  Summarise a text  Independent vocabulary and inference questions	<u><b>The Human Skeleton</b></u> Activate prior knowledge  Vocabulary and fluency  Introduce text and echo reading  Summarise a text  Word meaning	<u><b>The Human Skeleton</b></u> Retrieve and record information  Summary Questions  <u><b>5 Human Senses</b></u> Introduce the text and echo reading  Vocabulary and fluency  Summarise a text	<u><b>5 Human Senses</b></u> Independent vocabulary and retrieval questions
<b>Writing</b>	<b>Baseline Assessments</b>	<u><b>Poetry</b></u> Introduce Poetry: Purpose and audience Features of a poem Research and observe annual changes Gather vocabulary Write effective sentences using	<u><b>Poetry</b></u> To write sentences using personification  To write sentences using metaphors  To write sentences incorporating actions and verbs	<u><b>Poetry</b></u> Use sounds and Onomatopoeia  5 senses  Write a Poem in the Style of 'Autumn is Here'	<u><b>Grammar and Punctuation</b></u> Building single clause sentences (subject/verb focus)  Building single clause sentences (Pronouns)  Regular action verbs and verb phrases	<u><b>Grammar and Punctuation</b></u> Irregular action verbs  Co-ordinating conjunctions  Co-ordinating conjunctions and compound subjects	<u><b>Non- Chronological Report</b></u> Technical Vocabulary  Time adverbials and rhetorical questions  Subheadings and structuring paragraphs	<u><b>Non- Chronological Report</b></u> Write a Non-chronological report  Edit a non- chronological report

		adjectives, metaphors and personification	To write with verbs and adverbs		Collective and Partitive nouns  Regular action verbs (doubling the consonant)	<b><u>Non- Chronological Report</u></b>  Features of a Non-Chronological Report  Research facts	<b>Compound and complex sentences</b>  Plan a non-chronological report	
<b>Science</b>  <b>Animals including Humans</b>	K- Identify the different teeth and describe their functions.  S- Name different teeth and relate the shape of the teeth to the function.	K- Understand what causes tooth decay.  S- Investigate which drink causes the most tooth decay	K- Identify parts of the human digestive system.  S- Explain the order in which food passes through the digestive system in a human.	K- Understand the functions of parts of the human digestive system.  S- Describe the function of different parts of the human digestive system.	K- Understand the diets of different types of animals.  S- Make comparisons between herbivores, carnivores and omnivores	K- Understand what is meant by the term's producer, predator and prey.  S- Identify different producers, predators and prey.	K- Understand what a food chain is.  S- Construct and interpret a variety of food chains.	K- Understand how to construct a food web.  S- Construct and interpret a food web.
<b>Geography</b>  <b>Where in the world are we?</b>		<b><u>Why is Yorkshire Special</u></b> K- Have basic knowledge of Yorkshire.  S- Identify and locate Yorkshire and key geographical features.	<b><u>How do Geographers find out about Goole?</u></b> K- Have an understanding of towns within our local area.  S- Locate Goole and have knowledge of its infrastructures.	<b><u>How do Geographers find out about Beverly?</u></b> K- Have an understanding of towns within our local area.  S- Locate Beverly and have knowledge of its infrastructures.	<b><u>How do Geographers find out about Bridlington?</u></b> K- Have an understanding of towns within our local area.  S- Locate Bridlington and have knowledge of its infrastructures.	<b><u>How does a geographer compare settlements in East Riding of Yorkshire?</u></b> K- Understand the similarities and differences between locations within a county.  S- Compare locations, amenities, services, economies of the 3 studied places.	<b><u>How does a geographer assess what it is like to live in a rural village?</u></b> K- Understand the basic features of a rural village.  S- Consider why villages have certain features and why they are necessary.	
<b>Art</b>  <b>Drawing- Growing Artists</b>	<b><u>See like an Artist</u></b> K- Recognise how artists use shape in drawing  S- Identify and draw simple shapes including organic and geometric shapes.	<b><u>Shading</u></b> K- Understand how to create tone in drawing by shading.  S- Use the side of a pencil to shade and blend from light to dark-to-dark light creating smooth tones.	<b><u>Texture Pictures</u></b> K- Understand how texture can be created and used to make art.  S- Create different textures on paper by using a rubbing technique.		<b><u>Botanical Drawing</u></b> K- Apply observational drawing skills to create detailed studies.  S- Use simple shapes to sketch the form of an organic object and add tone using shading skills.		<b><u>Abstract Flowers</u></b> K- Explore composition and scale to create abstract drawings.  S- Draw in a large scale and experiment with drawing skills and tools.	
<b>Computing</b>  <b>Networks and the Internet</b>		<b><u>What is a Network?</u></b> K- Recognise what a network is.  S- Explain the purpose of a network and name the different parts.	<b><u>A Files Journey</u></b> K- Demonstrate how information moves around a network.  S- Discuss the journey of a file and identify real-world networks.	<b><u>How a Website Works</u></b> K- Demonstrate how a website works.  S- Recognise that the internet is a network and list the parts of a network needed for a website to work.	<b><u>Routers</u></b> K- Explore the role of a router.  S- Recognise the role that a router plays in a network and provide examples of how a router is used.	<b><u>What is a Data Packet?</u></b> K- Identify the role of packet data.  S- recognise that data is transferred across the internet and explain that routers connect to send information.	<b><u>Online Safety: Beliefs, Opinions and Facts on the Internet</u></b> K- Understand how the internet can be used to share beliefs, opinions and facts.  S- Explain the terms belief, opinion and fact and understand that not all information on the internet is true.	

<b>Languages</b>		<u><b>Greetings</b></u> K- Understand that French is spoken in France and other places.  S- Say and respond to Bonjour, Salut and au revoir.	<u><b>Greetings and Class Instructions</b></u> K- Understand how to respond to different greetings.  S- Understand the convention of kissing on the cheek when greeting.	<u><b>Class Instructions</b></u> K- Understand that French has silent letters.  S- say and respond to <i>taisez-vous, écoutez, regardez, répétez, levez-vous</i> and <i>asseyez-vous</i> .	<u><b>Animals</b></u> K- Understand the names of different animals in French.  S- Know how to pronounce seven different animals in French.	<u><b>Animals: At the Pet shop</b></u> K- Understand the names of different animals in French.  S- Understand a simple story incorporating different animals.	<u><b>Numbers and Plurals</b></u> K- Understand different numbers and amounts.  S- Accurately count to 3 and pronounce plurals.	<u><b>Connectives</b></u> K-Accurately use connectives to join simple sentences.  S- Accurately pronounce <i>et and voici</i>
<b>Music</b>  <b>Instrumental Unit: South Africa</b>		<u><b>Introduction to Staff Notation</b></u> K- Identify the basic key features of staff notation.  S- Know which direction to read staff notation and explain what the lines and spaces on staff notation are for.		<u><b>Minims</b></u> K- Recognise and play minims by ear and from staff notation, moving up and down by step.  S- Know that a minim is worth two beats and recognise that when the notes go up the staff, the pitch gets higher.		<u><b>Semibreves</b></u> K- Recognise and play semibreves by ear and from staff notation.  S- Know that a semibreve is worth four beats and recognise that when the notes go down the staff, the pitch gets lower	<u><b>Crotchets and Rests</b></u> K- Recognise and play crotchets and crotchet rests by ear and from staff notation.  S- Know that a crotchet is worth one beat and that a crotchet rest is one beat of silence.	<u><b>Gumbboot Dance</b></u> K- Compose rhythmic patterns for a gumbboot dance.  S- Create and perform an eight-beat rhythmic pattern.
<b>PE</b>  <b>Netball</b>	K- To understand the role of an attacker when in possession.  S- Explore a range of passes.	K- To develop movement skills to lose a defender.  S- Change direction and speed to lose a defender.	K- To understand that scoring goals is an attacking skill and learn how to do this.  S- Have a balanced and stable base and shoot with the ball high above the head.	K- To understand the role of defender.  S- Keep yourself between the ball and the attacker.	K- To remember that intercepting is a defending skill and explore ways to do this.  S- Be in a ready position to go for the interception.	K- Explore ways to defend.  S-Play by the rules of the game.	K- To apply skills and knowledge to play games using netball rules.  S-Lose your defender to find a space to receive the ball.	K- To apply skills and knowledge to play games using netball rules.  S- Use calling and signalling to show teammates when you want the ball.
<b>RE</b> <b>Communities- Explore local religious communities and how they feed into the general community faith today.</b>		K- Understand what is meant by community.  S- Consider the community of Rawcliffe and what happens there; including celebrations and events, which have a religious context?	K- Understand the religion and diversity within the locality of Rawcliffe.  S- Explore the local area and consider the diversity of religion and culture.	K- Understand the key symbols found within Christianity.  S- Identify the symbols and logos seen in the community and what they represent.	K- Understand why people belong to groups and religions.  S- Recognise the ways in which members of the community gain a sense of identity, belonging and unity.	K- Understand the responsibilities of belonging to a religion.  S- Identify how a religious person or group could make a difference within the wider community.	K- Understand religions that exist within other communities.  S- Recognise the similarities and differences between the beliefs of different religions within the wider community.	K- Have knowledge of the main world religions and why they exist within a multicultural society.  S- Recognise the similarities and differences between the beliefs of different religions within the wider community.
<b>PSHE/RSE</b>  <b>Families and Relationships</b>	<u><b>Healthy Families</b></u> K- Understand that families love and support each other but sometimes problems can occur and help is available if needed.  S- Explain ways in which families support each other.	<u><b>Friendship Conflict</b></u> K- Understand that friendships have ups and downs and that problems can be resolved.  S- Explain some steps I can take to resolve problems with my friends.	<u><b>Friendship: Conflict vs Bullying</b></u> K- Begin to understand the impact of bullying.  S- Understand what bullying is and explain some of the possible effects of bullying.	<u><b>Effective Communication</b></u> K- To listen and communicate effectively.  S- Understand that there are different ways to communicate and demonstrate how to effectively listen.	<u><b>Learning Who to Trust</b></u> K- Understand why trust is an important part of positive relationships.  S- Understand what trust is and identify people I trust and why.	<u><b>Respecting Differences in Other</b></u> K- Begin to understand the differences between people and why it is important to respect these differences.  S- Identify similarities and differences between people and understand how I should treat people who are different to me.	<u><b>Stereotyping: Gender</b></u> K- Recognise that stereotypes are present in everyday life.  S- Begin to understand why stereotypes are negative and explain how these stereotypes can be challenged.	<u><b>Stereotyping: Age</b></u> K- Recognise that stereotypes exist based on a number of factors.  S- Explain some stereotypes that exist about older people and that stereotypes can be unfair.
<b>Fed Vision/Pledges</b>								

