

UNIT TITLE: Class 3 Autumn 2 lessons

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
Maths	<p><u>Y3- Addition and Subtraction</u> Add two numbers (no exchange) Subtract two numbers (no exchange) Add two numbers across a ten Add two numbers across a hundred</p> <p><u>Y4- Addition and Subtraction</u> Subtract two 4-digit numbers no exchange Subtract two 4-digit numbers (one exchange) Subtract two 4-digit numbers (more than one exchange) Efficient subtraction</p>	<p><u>Y3- Addition and Subtraction</u> Add two- and three-digit numbers Subtract a two digit from a three-digit number Complements to 100 Estimate answers</p> <p><u>Y4- Addition and Subtraction</u> Estimate answers Checking strategies</p> <p>Consolidate learning Problem solving and reasoning</p>	<p><u>Y3- Addition and Subtraction</u> Inverse Operation Make decisions</p> <p><u>Y3- Multiplication and Division</u> Multiplication- equal groups Use arrays</p> <p><u>Y4- Area</u> What is Area Count squares Make shapes Compare areas</p>	<p><u>Y3- Multiplication and Division</u> Multiples of 2 Multiples of 5 and 10 Sharing and grouping Multiply by 3</p> <p><u>Y4-Multiplication and Division</u> Multiples of 3 Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9</p>	<p><u>Y3- Multiplication and Division</u> Divide by 3 3 Times table Multiply by 4 Divide by 4</p> <p><u>Y4-Multiplication and Division</u> 9 times-table and division facts The 3,6 and 9 times table Multiply and divide by 7 7 times-table and division facts</p>	<p><u>Y3- Multiplication and Division</u> 4 Times table Multiply by 8 Divide by 8 8 times table</p> <p><u>Y4-Multiplication and Division</u> 11 times-table and division facts 12 times-table and division facts Multiply by 1 and 0 Divide a number by 1 and itself</p>	<p><u>Y3- Multiplication and Division</u> The 2,4 and 8 time stable Consolidate multiplication and division Problems solving and reasoning</p> <p><u>Y4-Multiplication and Division</u> Multiply by 3 numbers Consolidate multiplication and division Problems solving and reasoning</p>
Reading	<p><u>Countries and Regions of England</u> Introduce text and fluency</p> <p>Summarise the text</p> <p>Explain the meaning of words in a context</p> <p>Summaries key ideas within the text</p>	<p><u>Capital cities of the UK</u> Introduce text and fluency</p> <p>Independent vocabulary and summary questions.</p> <p><u>Apollo and Cassandra</u> Introduce text and fluency</p> <p>Summarise the text.</p>	<p><u>Apollo and Cassandra</u> Retrieve information from a text</p> <p>Explanation questions</p> <p>Infer information about a text.</p> <p><u>Theseus and the Minotaur</u> Introduce text and fluency</p>	<p><u>Theseus and the Minotaur</u> Independent retrieval, explanation and inference questions.</p> <p><u>Plate Tectonics</u> Introduce text and fluency</p> <p>Summarise the text</p> <p>Understand vocabulary within a text</p>	<p><u>Plate Tectonics</u> Retrieve information from a text</p> <p>Summarise key ideas within the text.</p> <p><u>Worst Eruptions in History</u> Introduce text and fluency</p> <p>Independent questions</p>	<p><u>Cindy-Lou Visits the Grinch</u> Introduce text and fluency</p> <p>Summarise the text</p> <p>Understand vocabulary used within a text</p> <p>Infer information about a text.</p>	<p><u>Egyptian Cinderella</u> Introduce text and fluency</p> <p>Summarise the text</p> <p>Independent vocabulary and inference questions.</p>
Writing	<p><u>Non- Chronological Report</u> Write a Non-chronological report</p> <p>Edit a non- chronological report</p>	<p><u>Narrative: Myth & Setting Description</u> Purpose and audience</p> <p>New Vocabulary and adjectives</p> <p>Adverbial openers</p> <p>Prepositions and conjunctions</p> <p>Synonym</p>	<p><u>Narrative: Myth & Setting Description</u> Verbs and adverbs</p> <p>5 senses- Show me, don't tell me</p> <p>Similes, alliterations and onomatopoeia</p> <p>Plan, write and edit a setting description</p>	<u>Assessment week</u>	<p><u>Recount</u> Purpose and audience</p> <p>Features of a recount</p> <p>Experience day: Gather vocabulary</p> <p>5 w's</p> <p>Compound sentences</p>	<p><u>Recount</u> Complex sentences</p> <p>Fronted adverbials</p> <p>Subordinating conjunctions</p> <p>Time conjunctions</p>	<p><u>Recount</u> Plan, write and edit a historical recount</p>

Science Electricity	K- Understand how to construct a food chains and webs. S- Construct and interpret a food web.	K- Understand the diets of different types of animals. S- Make comparisons between herbivores, carnivores and omnivores	K- Understand which appliances use electricity. S- Identify common appliances that use electricity.	K- Know how to make a simple circuit. S- Construct a simple circuit and name the parts of the circuit	K- Understand how to incorporate a light bulb into a circuit. S- Identify if a bulb will light up in a circuit.	K- Understand the properties conductors and insulators. S- Recognise common conductors and insulators.	K- Explain how switches affect a circuit. S- Investigate switches within a circuit.
History	<u>How do Geographers find out about Beverley and Bridlington?</u> K- Have an understanding of towns within our local area. S- Locate Beverly and Bridlington and have knowledge of it's infrastructures.	<u>How does a geographer compare settlements in East Riding of Yorkshire?</u> K- Understand the similarities and differences between locations within a county. S- Compare locations, amenities, services, economies of the 3 studied places. Consider why villages have certain features and why they are necessary.	<u>How does a historian know about Ancient Greece and place it in a historical context?</u> K- Understand where Ancient Greece fits within a historical timeline. S- Identify the period of history of Ancient Greece and key date within it.	<u>How does a historian know how Ancient Greece has impacted on the modern world?</u> K- Understand the impact that Ancient Greece has had throughout history. S- Identify parts of modern society that have been impacted by the Ancient Greeks.	<u>How does a historian interpret a source of evidence to say what information about Ancient Greece it can give?</u> K- Know how to use primary and secondary sources of information. S- Interpret evidence and sources of information to draw conclusions.	<u>How does a historian ask questions about Alexander the Great?</u> K- Understand the rulers and Kings within Ancient Greece. S- Identify key events during the reign of Alexander the Great.	<u>How does a historian communicate an understanding of the history of Ancient Greece?</u> K- Understand what life was like for Ancient Greeks. S- Identify the elements of the culture which the Romans adopted.
D&T Electrical systems: Torches	<u>Remembrance Day Art</u>	<u>Abstract Flowers</u> K- Explore composition and scale to create abstract drawings. S- Draw in a large scale and experiment with drawing skills and tools.		<u>Electrical products</u> K- Learn about electrical items and how they work. S- Identify electrical products and understand what makes a conductor or insulator	<u>Evaluating Torches</u> K- Analyse and evaluate electrical products S- Identify the features of a torch and how it works.	<u>Torch Design</u> K- Design a product to fit to a specific criterion. S- Design a torch which satisfies both the design and success criteria.	<u>Torch Assembly</u> K-Make and evaluate a torch. S- Use a working circuit and a switch to assemble a torch using a design criteria.
Computing Data Handling		<u>Records, Fields and Data</u> K- Understand the terminology around databases. S- Recognise the meanings of the terms field, record and data.	<u>Race Against the Computer</u> K- Understand what a paper and computerised database is. S- Compare paper and computerised databases.	<u>Sorting and Filtering</u> K- Know how to sort, filter and interpret data. S- input data into a database and filter it by a particular value.	<u>Representing Data</u> K- Understand how to represent data in different ways. S- Recognise the purpose of visual representations of data and create a graph and chart	<u>Planning a Holiday</u> K- Sort data into for a purpose. S- Identify how to sort and filter data and explain what information is useful in an online database.	
Languages	<u>Class Instructions</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>Animals</u> K- Understand the names of different animals in French. S- Know how to pronounce seven different animals in French.	<u>Numbers and Plurals</u> K- Understand different numbers and amounts. S- Accurately count to 3 and pronounce plurals.	<u>Connectives</u> K-Accurately use connectives to join simple sentences. S- Accurately pronounce <i>et</i> and <i>voici</i>	<u>Gender</u> K- To understand the concept of gender when speaking a language. S: Correctly use and pronounce 'un' and 'une' to point to different genders.	<u>Je m'appelle</u> K- Know how to accurately introduce yourself and respond. S- To say ' <i>je m'appelle</i> ' and respond with ' <i>et toi?</i> '	<u>French Names</u> K- To know and understand common French names. S: To understand the sound-spelling link between phonemes pronounced differently in French.
Music Singing		K- To sing with others. S- Learn new lyrics and follow a tune.	K- To sing with others. S- Sing in time with the music and follow a tune.	K- Recognise simple rhythmic notation by ear and by sight. S- Recognise and name note rhythms when I hear and see them.	K- Use simple rhythmic notation to compose a Viking battle song. S- Perform rhythms accurately from notation.	K- Perform music with confidence and discipline. S- Perform with confidence, whilst in time and in tune with others..	
PE		K- Develop throwing towards a moving target.	K- Develop throwing to get players out.	K- Identify and develop the skills needed to avoid being hit.	K- Develop and apply dodging skills within a game.	K- Develop catching skills	K- Develop catching skills and be confident to attempt this within a game.

Gymnastics and Dodgeball		S- Play fairly using the rules of a game.	S- Point your throwing hand towards your target after you throw.	S- Stand in the ready position with your knees bent ready to move.	S- Watch the ball as it comes towards you.	S- Use two hands to catch the ball.	S- Utilise skills within a game and communicate tactics with your team.
RE Symbol of light and Christmas	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- Understand the symbolism of light within the festival of Diwali S- Identify why Diwali is an important festival for Hindus, Muslims and Buddhists	K- Understand why light is an important symbol at Christmas S- Recognise the different meanings behind light and darkness and consider how light is incorporated into humanist celebrations.	K- Understand why light is an important symbol within Christianity. S- Identify symbolism during advent and Christmas for Christians (Christingle)	K- Recognise the significance of Mary within the nativity story. S- Reflect upon Mary's role within the story and consider how she could have been feeling.	K- Understand how Mary has been depicted through art and religious scripture. S- Recognise how Mary is portrayed through different lenses and why.	K- Understand the significance of Epiphany. S- Know when epiphany is celebrated and compare how it is celebrated across different religions.
PSHE/RSE Citizenship	<u>Stereotyping: Gender and Age</u> K- Recognise that stereotypes are present in everyday life and are based on a number of factors. S- Begin to understand why stereotypes are negative and explain how these stereotypes can be challenged.	<u>Recycling and reusing</u> K- Understand the environmental benefits of recycling and reusing. S- Recognise recycling and reusing helps protect the environment and identify things that can be recycled or reused.	<u>Local Community groups</u> K- Understand the groups that make up the community. S- Identify groups that exist and how they help within the community.	<u>Local Council and democracy</u> K- Understand how democracy works in the local area. S- Explain some of the things the council does and identify some issues which a local councillor might be able to help with.	<u>Diverse Communities</u> K- Understand the value of diversity in a community. S- Explain why differences benefit a community.	<u>Rights of the Child</u> K- Understand the responsibilities of both children and adults to help all children benefit from their rights. S- Explain how adults have responsibilities for maintaining children's rights.	<u>Charity</u> K- Understand that charities care for others and how people can support them. S- Describe how we can support charities and explain some of the work charities do to support the community.
Fed Vision/Pledges	Being Kind						