

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
Maths	<u>Y3- Addition and Subtraction</u> Add two numbers across a hundred Subtract two numbers across a hundred Add 2-digit and 3 digit numbers <u>Y4- Addition and Subtraction</u> Checking strategies Consolidation and problem solving and reasoning	<u>Y3- Addition and Subtraction</u> Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers Inverse operation <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	<u>Y3: Addition and subtraction/Multiplication and Division</u> Make decisions Multiplication- equal groups Use arrays Multiples of 2 <u>Y4- Multiplication and Division</u> 9 times-table and division facts The 3, 6 and 9 times-tables Multiply and divide by 7 7 times-table and division facts	<u>Y3- Multiplication and Division</u> Multiples of 5 and 10 Sharing and grouping Multiply and divide by 3 The 3 times table Multiply by 4 <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	<u>Y3- Multiplication and Division</u> Divide by 4 The 4 time-table Multiply by 8 Divide by 8 The 8 times-table <u>Multiplication and Division/ Block 2</u> Multiply three numbers Factor pairs Use factor pairs	<u>Y3- Multiplication and Division</u> The 2, 4 and 8 times-tables Multiplication and Division Consolidation and problem solving and reasoning <u>Multiplication and Division</u> Multiply by 10 Multiply by 100 Divide by 10 Divide by 100	<u>Y3- Multiplication and Division (block 2)</u> Multiples of 10 Related calculations Reasoning about multiplication <u>Multiplication and Division</u> Related facts- Multiplication and division Informal written methods for multiplication Multiply a 2-digit number by a 1 digit- number Multiply a 3-digit number by a 1 digit number
Reading	Identify/explain key aspects of fiction and non-fiction texts, e.g. character, events, title	Draw on knowledge of vocabulary to understand texts	Draw on knowledge of vocabulary to understand texts Identify/explain the sequence of events in texts	Identify/explain the sequence of events in texts Predict what might happen on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far Make inferences from texts	Draw on knowledge of vocabulary to understand texts Identify and explain the sequence of events in texts Make inferences from texts	Draw on knowledge of vocabulary to understand texts Identify and explain the sequence of events in texts Make inferences from texts
Writing	<u>Fact file</u> Understand features of a fact file Gather information and vocabulary	<u>Fact file</u> Expand nouns using prepositional phrases Apostrophes for singular possession Commas within a list Fronted adverbials	<u>Diary entry- geography link</u> Identify key features of a diary entry Past tense Personal pronouns Possessive apostrophes	<u>Diary entry- geography link</u> Informal language Plan, write and edit a diary entry	<u>Portal story</u> Understand features and audience of a portal story Noun Phrases Prepositional phrases Fronted adverbials	<u>Portal story</u> Subordinating conjunctions Compound sentences Dialogue- punctuating speech	<u>Portal story</u> Plan, write and edit the ending of a portal story

Science Sound	<p>K- Understand the different types of teeth and their function</p> <p>S- Identify an animal and its diet by its teeth.</p>	<p>K- Understand how sounds are made, associating some of them with something vibrating</p> <p>S- Explain how sources of sound vibrate, creating sound.</p> <p>Identify and describe sound sources around school.</p>	<p>K- Recognise that vibrations from sounds travel through a medium to the ear</p> <p>S- Identify patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p>K- Understand and recognise the patterns between the pitch of a sound and features of the object that produced it</p> <p>S- Explore and identify ways to change the pitch of a sound.</p> <p>Explore ways to change the pitch of a sound.</p>	<p>K- Understand that sound can change over distances.</p> <p>S- Ask enquiry questions about how sound travels</p> <p>Identify how sounds change over distance.</p>	<p>K- Understand why some materials absorb sound.</p> <p>S- Investigate ways to absorb sound.</p> <p>Identify the best material for absorbing sound.</p>	
History	<p>K- Understand the conflict between Athens and Sparta.</p> <p>S- Debate how two cities can become united.</p>	<p>K- Know about some of the important battles such as The Persian War.</p> <p>S- Using different sources, research The Persian War and answer key questions about why it occurred.</p>			<p>K- Understand key facts about the Victorian Era</p> <p>S- sequence when the Victoria Era occurred within a historical timeline.</p>	<p>K- Understand what Christmas was like within the Victorian Era.</p> <p>S- Compare the similarities and differences between a Victorian and modern-day Christmas</p>	<p>K- Understand the impact that Victorians have had.</p> <p>S- Identify and describe how different Victorian figures impacted their society as well as influenced Christmas traditions today.</p>
Geography		<p>London</p> <p>K- Identify key features of the city of London.</p> <p>S- Locate London on a map of the UK and understand it is divided into 32 boroughs</p>	<p>York</p> <p>K- Identify key features of the city of York.</p> <p>S- Identify Yorkshire in UK and the 4 counties that make up Yorkshire. Locate York within North Yorkshire. Locate key rivers/roads/cities in Yorkshire</p>	<p>Edinburgh</p> <p>K- Identify key features of the city of Edinburgh.</p> <p>S- Locate the 4 different counties in the UK.</p> <p>Locate Edinburgh and identify human and physical features.</p>	<p>K- To make comparisons between different cities (London, Cardiff and Edinburgh)</p> <p>S- Compare locations, amenities, services, economies of the 3 studied places.</p> <p>Communicate findings geographically.</p>		
Art/ DT	<p>K- Combine all skills to create a final piece.</p> <p>S- Create a final piece using watercolour and sketching.</p>	<p>K- Understand the work of Anthony Gromley</p> <p>S- Research the work and influences behind famous artists.</p>	<p>K- Understand the different techniques used within clay modelling.</p> <p>S- Successfully use a range of techniques to create different effects when modelling with clay.</p>	<p>K- Create an annotated plan for a sculpture</p> <p>S- Understand which techniques are most effective when modelling with clay.</p>	<p>K- Make a clay sculpture.</p> <p>S- Utilise the annotated plan and skills to create a sculpture.</p>	<p>K- Understand how levers can work within a card.</p> <p>S- Design an xmas card which incorporates a lever mechanism</p>	<p>K- Know how to create a card with an effective lever.</p> <p>S- Create a xmas card with a lever that is effective</p>
Computing		<p>Online Relationships</p> <p>K- Understand what it means to 'know someone' online and how it can differ from knowing someone offline</p> <p>S- Describe ways people who have similarities can get together online</p>	<p>Online Relationships</p> <p>K- Understand what is meant by 'trusting someone online' and why people may change their mind about trusting others</p> <p>S- Understand strategies to remain safe online.</p>	<p>Online Relationships</p> <p>K- I can explain how feelings can be hurt online.</p> <p>S- Develop strategies for dealing with cyberbullying.</p>	<p>Online Reputation</p> <p>K- Understand the need to be careful about sharing personal information online.</p> <p>S- Use effective strategies to remain safe and keep information safe online.</p>	<p>Online Reputation</p> <p>K- Understand how to search for information about others.</p> <p>Understand how to safely put information online and who can assist us.</p>	
Languages	<p>Numbers and plurals</p> <p>K- Learn how to pronounce the phoneme un.</p> <p>S- Say and respond to <i>un chat, un chien, un cochon, un lapin, une</i></p>	<p>Connectives and simple sentences</p> <p>K- Learn how to pronounce the phoneme un.</p> <p>S- Say and respond to <i>voici</i> and <i>et</i> and form a simple</p>	<p>Gender</p> <p>K - Start to understand the concept of gender and how <i>un</i> and <i>une</i> point to different genders.</p>	<p>Memorisation & storytelling</p> <p>K- Begin to develop memorisation strategies for a foreign language.</p>	<p>Je m'appelle</p> <p>K- Say <i>je m'appelle</i> and say and respond to <i>et toi?</i></p> <p>S- Perform simple communicative tasks using single words,</p>	<p>French names Je suis and Ma maman story</p> <p>K- Learn some common French names.</p>	<p>Christmas</p> <p>Learn a French Christmas song and make a French Christmas card.</p> <p>Enjoy a simple Christmas-themed story and learn some</p>

	<p><i>tortue, un serpent and une souris</i></p> <p>Say and respond to <i>un, deux, trois</i> and can form plurals.</p>	<p>sentence using these words.</p>	<p>S- Pronounce the phoneme u. Pronounce <i>un</i> and <i>une</i> correctly.</p>	<p>S- Take part in a dramatical retelling of a story and begin to recognise some familiar words in written form.</p>	<p>phrases and short sentences.</p>	<p>Learn how to pronounce the phonemes i, in, eu and th. S- Say and respond to <i>je suis</i> and form a sentence with the phrase. Learn how to pronounce the phoneme j.</p>	<p>vocabulary relating to Christmas.</p>
<p>Music</p> <p>Charanga: Let Your Spirit Fly</p>		<p>K- Understand how to appraise a piece of music. S- Compare the song 'Consider yourself' to 'let your spirit fly' and perform another section of the song.</p>		<p>K- Understand how to use technical vocabulary when appraising music S- Find the pulse of 'Ain't no mountain high enough' and compare to other well known songs.</p>		<p>K- Answer questions around the pulse, rhythm and pitch of different songs. S- Listen and appraise the song 'You're the first, the last, my everything'</p>	
<p>PE</p> <p>Swimming & Tag Rugby</p>		<p>K- Understand the correct technique of holding, carry and travelling with a rugby ball. S- Apply and practise holding a rugby ball and travelling effectively with a rugby ball and begin to apply evasion techniques</p>	<p>K- Understand the correct technique of passing and catching a rugby ball. S- Demonstrate passing a rugby ball and an effective catch.</p>	<p>K- Improve evasion techniques and understand why evasion is required in tag rugby. S- Successfully understand why and when evasion is required in Tag Rugby.</p>	<p>K- Understand what a 'play the ball' is and when it should be applied in Tag Rugby. S- successfully understand when a play the ball is required and effectively practise a play the ball.</p>	<p>K- To improve overall teamworking skills and why this is effective for in tag rugby. S- Work as a team to eliminate players from the game quickly and within a time limit.</p>	
<p>RE</p>	<p>K- How do faith members use symbols and artefacts within their celebrations and how might this affect the way they behave or feel? S- Identify and reflect on the impact of religious artefacts during festivals of remembrance.</p>		<p>K- Understand what Epiphany is. S- Sequence the key events during the period of Epiphany and identify how it links to the 'Christmas Story'</p>		<p>K- Understand how Christians celebrate Epiphany within the UK. S- Identify how Epiphany can bring Christians together.</p>		<p>K- Know how Epiphany is celebrated around the world. S- Identify the different ways Epiphany is celebrated and why.</p>
<p>PSHE/RSE</p> <p>Celebrating differences</p>		<p><u>Families</u> K- Understand that everybody's family is different S- Identify people who care for us and understand how to show appreciation</p>	<p><u>Family Conflict</u> K- Understand that conflicts can occur among family members S- understand and effectively use strategies such as the 'solve it together technique' to calm us down.</p>	<p><u>Witness and feelings</u> K- Know what it means to be a witness to bullying S- Identify and understand effective methods for helping someone being bullied</p>	<p><u>Witness and solutions</u> K- Understand that witnesses can make a situation better or worse depending on their actions S- Use problem solving to help in a situation involving bullying.</p>	<p><u>Words that harm</u> K- Understand that some words can be hurtful S- Consider the words we use so they don't hurt others.</p>	<p><u>Celebrating differences: compliments</u> K- Understand what a compliment is and how they can affect people S- Recount a time when my words affected someone's feeling and the impact it had.</p>
<p>Fed</p> <p>Vision/Pledges</p>							