

## Half Term Overview Planner

Teachers: Mrs Hext

Year Group: 3/4

Academic Year: 2017 - 2018

Term: Autumn 1<sup>st</sup> Half

Subject	Week 1 <i>WB 4.9.17</i>	Week 2 <i>WB 11.9.17</i> <i>Year 3 Residential</i>	Week 3 <i>WB 18.9.17</i>	Week 4 <i>WB 25.9.17</i> <i>'Christian' Art Week</i> <i>Parent's Welcome Evening</i>	Week 5 <i>WB 2.10.17</i>	Week 6 <i>WB 09.10.17</i>
<b>English</b>	<p><b>Reading - covered in guided/individual reading sessions</b> <b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>Comprehension:</b> Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>○ reading books that are structured in different ways and reading for a range of purposes</li> <li>○ using dictionaries to check the meaning of words that they have read</li> <li>○ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>○ identifying themes and conventions in a wide range of books</li> <li>○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>○ discussing words and phrases that capture the reader's interest and imagination</li> <li>○ recognising some different forms of poetry [for example,</li> </ul>			<p><b>Writing - Key skills</b></p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul> <p><b>Writing - Setting Descriptions</b></p> <ul style="list-style-type: none"> <li>• plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proofread for spelling and punctuation errors</li> <li>• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p>Develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> <p><b>Speaking and Listening - Performance Poetry</b></p> <ul style="list-style-type: none"> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations</li> </ul>		

	<p>free verse, narrative poetry]</p> <ul style="list-style-type: none"> <li>• understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>○ checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>○ asking questions to improve their understanding of a text</li> <li>○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ predicting what might happen from details stated and implied</li> <li>○ identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>○ identifying how language, structure, and presentation contribute to meaning <ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul> </li> </ul> </li> </ul>	<p>and debates</p> <ul style="list-style-type: none"> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• select and use appropriate registers for effective communication.</li> </ul> <p>Develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>• using fronted adverbials</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading</li> </ul>
<p><b>All writing will be linked to our topic 'Temple, Tombs and Treasures'</b></p> <p>Year 3 - Key skills, Descriptive Settings, Performance Poetry</p> <p>Year 4 - Key skills, Descriptive Settings, Performance Poetry</p>		
<p><b>Numeracy</b></p>	<p><b>3 week sequence - Number sense 3.1</b></p> <ul style="list-style-type: none"> <li>• count from 0 in multiples of 100</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• find 10 or 100 more or less than a given number</li> <li>• compare and order numbers up to 1000</li> <li>• read and write numbers up to 1000 in numerals and in words <ul style="list-style-type: none"> <li>• solve number problems and practical problems involving these ideas</li> </ul> </li> </ul> <p><b>3 week sequence - Additive Reasoning 3.2</b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, including; <ul style="list-style-type: none"> <li>- a three-digit number and ones</li> <li>- a three-digit number and tens</li> <li>- a three-digit number and hundreds</li> </ul> </li> <li>• Add and subtract numbers with up to three digits</li> <li>• Estimate the answer to a calculation and use inverse operations to check answers</li> </ul>	<p><b>3 week sequence - Number sense 4.1</b></p> <ul style="list-style-type: none"> <li>• count from 0 in multiples of 1000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)</li> <li>• find 1000 more or less than a given number</li> <li>• compare and order numbers beyond 1000</li> <li>• Round numbers to the nearest 10, 100 or 1000</li> <li>• solve number problems and practical problems involving these ideas with increasingly large positive numbers</li> </ul> <p><b>3 week sequence - Additive Reasoning 4.2</b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• Estimate calculation and use inverse operations to check answers</li> <li>• Solve addition and subtraction problems in contexts, deciding which operations and methods to use and why</li> <li>• Estimate, compare and calculate different measures, including money in pounds and pence</li> </ul>

	<ul style="list-style-type: none"> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>• Interpret and present data using bar charts, pictograms and tables</li> <li>• Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>• Solve comparison, sum and difference problems using information presented in scaled bar charts and pictograms tables and other graphs</li> </ul>
<b>IPC Geography</b>	<b>See next term's planning.</b>	
<b>IPC History</b>	<p>2.01 Know about the main events, dates and characteristics of the past societies they have studied</p> <p>2.02 Know about the lives of people in those periods</p> <p>2.03 Know about the main similarities and differences between the past societies they have studied</p> <p>2.04 Be able to give some reasons for particular events and changes</p> <p>2.05 Be able to gather information from simple sources</p> <p>2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p> <p>2.07 Understand that the past can be considered in terms of different time periods</p> <p>2.08 Understand that the past has been recorded in a variety of different ways</p>	
	<p><b>All history will be linked to our topic 'Temple, Tombs and Treasures'</b></p> <p>We will explore;</p> <ul style="list-style-type: none"> <li>- Why rivers were important to ancient civilisations.</li> <li>- What daily life was like for the ancient Egyptians.</li> <li>- About the different rulers of Egypt.</li> <li>- About ancient Egyptian religion.</li> <li>- How the ancient Egyptians built the pyramids.</li> <li>- The treasures discovered in Tutankhamun's tomb.</li> <li>- The life of the ancient Sumer.</li> <li>- How ancient Egyptian and Sumer lives compared to each other.</li> </ul>	
<b>Computing</b>	<p>Know about some applications of ICT and computing in different jobs and work situations</p> <p>Know about some applications and implications of ICT and computing in everyday life</p> <p>Know about some of the ways in which the use of ICT and computing in different jobs and work situations affects people'-s lives</p> <p>Be able to search effectively, using and evaluating information from a variety of sources</p> <p>Be able to select and use a range of programs or apps to support and present learning in other subjects</p> <p>Be able to use ICT and computing to control events and write programs that accomplish specific goals</p> <p>Be able to make choices to gather information and solve problems</p>	

	Understand that different aspects of ICT and computing can be used safely, responsibly, respectfully and creatively to people's benefit
	<p><b>Some of our computing will be linked to our topic 'Temple, Tombs and Treasures'</b></p> <p><b>'We are programmers'</b></p> <p>Create and edit an animated scene having story boarded and planned previously.</p>
<b>IPC DT</b>	<b>See next term's planning</b>
<b>IPC Art and Design</b>	<p>2.03 Be able to use art as a means of self expression</p> <p>2.04 Be able to choose materials and techniques which are appropriate for their task</p> <p>2.05 Be able to explain their own work in terms of what they have done and why</p> <p>2.06 Be able to talk about works of art, giving reasons for their opinions</p>
	<p><b>All art and design will be linked to our topic 'Temple, Tombs and Treasures'</b></p> <p>Planning and creating our own tomb wall painting.</p> <p>Making Ancient Egyptian headdresses.</p>
<b>IPC Music</b>	<p>2.03 Be able to recognise and explore the ways that sounds can be organised and used expressively</p> <p>2.05 Be able to perform simple pieces rhythmically using a limited range of notes</p> <p>2.08 Be able to choose sounds and instruments which are appropriate for their task</p>
	<p><b>All music will be linked to our topic 'Temple, Tombs and Treasures'</b></p> <p>Ancient instruments of the Sumer and Egyptian people.</p> <p>Creating music to retell a story from an ancient civilisation.</p>
<b>IPC Cultural Awareness</b>	2.03 Be able to identify activities and cultures which are different from but equal to their own
	<p><b>All cultural awareness will be linked to our topic 'Temple, Tombs and Treasures'</b></p> <p>Planning an ancient Egyptian celebration to share with friends and family.</p>
<b>IPC Science</b>	<ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul>

	<ul style="list-style-type: none"> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	
	<p><b>Forces and Magnets (Year 3)</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p><b>Electricity (Year 4)</b></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>Understanding Christianity Concept: Creation/Fall</li> <li>Key Question: What do Christians learn from the creation story?</li> <li>Religion: Christianity</li> </ul>	
<b>Indoor/Outdoor PE</b>	<p>Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	
	<p>Swimming, Net and Wall games and Netball.</p>	