

Curriculum Information - Year Three and Four - Autumn 1

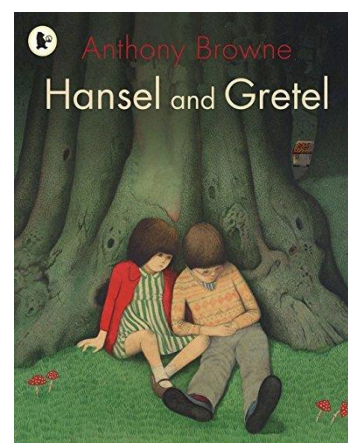
Hansel and Gretel.

A fairy tale story with a twist

- Children will begin with making predictions through the use of a story bag containing clues about the book.
- We will explore themes and hidden messages in the pictures from Anthony Browne's book.
- Follow the structure of the story, enhancing or creating descriptions to convey an image.
- Children to plan own versions of the story, building in the key grammar skills outlined below and creating an alternative ending.

Writing Outcomes:

- To write a traditional tale, based on the structure of Hansel and Gretel
- Write a diary entry from the perspective of a character from Anthony Browne's book – Hansel and Gretel
- To write a clear set of instructions



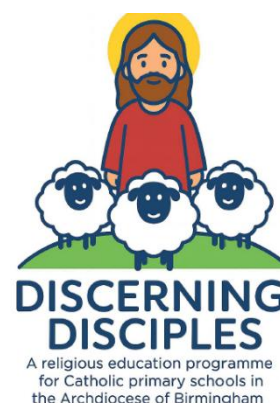
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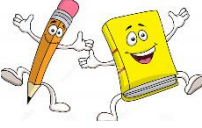


Pupils explore the Christian understanding of **Creation and Covenant**. They learn that God is the Creator of all things and that creation is good and purposeful. Children reflect on the beauty and wonder of the world around them and consider how Christians are called to care for God's creation through stewardship and responsibility.

Pupils also begin to understand the idea of **covenant**, learning how God made promises to His people and invites us into a loving relationship with Him. They explore key stories from the Bible, including the story

Belonging



	of Noah, and begin to see how God's promises continue to guide Christians today.	
English 	• Write traditional Tales • Write diary entries • Write instructions. • Grammar Focus/ Features of text type: • Adjectives to describe nouns – expanded noun phrases • Adjectives to describe a setting (prepositional phrases) • Conjunctions to explain events • Dialogue for characters	
Maths   	In Maths, we will be paying close attention to place value. Children will be able to; ▪ Represent numbers to 100 and 1,000. ▪ Recognise each digit in a 3 digit number. ▪ Partition numbers into 1s, 10s and 100s. ▪ Use a number line to 1,000. ▪ Use a number line to estimate numbers. ▪ Find 1, 10 and 100 more or less. ▪ Compare numbers to 1,000 ▪ Order numbers to 1,000 ▪ Count in steps of 4 and 8. ▪ Count in steps of 50 and 100. Click the links below to learn about place value of 3 digit numbers at home. https://www.topmarks.co.uk/learning-to-count/place-value-basketball https://www.topmarks.co.uk/place-value/place-value-charts https://www.topmarks.co.uk/Flash.aspx?f=diennesandcoinsv3	

	Children also have logins to Times Table Rockstars and are expected to practise their times-tables weekly. Your child's username & password will also be stuck in your child's reading diary.	
Science 	What nutrition do humans need to survive? • Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Animals including Humans 
History 	Did man ever walk with dinosaurs? • Changes in Britain from the Stone Age to the Iron Age. • Know the main differences between the stone, bronze and iron ages.	The Stone Age 
Geography 	N/A	

Art & DT 	'How can I use my body, and charcoal, to create 'mood' in art? • Make marks using charcoal using hands as tools – explore quality of mark making using charcoal • Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale • Know that chiaroscuro means 'light/dark' and we can use the concept to explore tone in drawings. • Understand that charcoal & earth pigment were our first drawing tools as humans.	Gestural Drawing 
Design and Technology 	Big Question • N/A	
Computing 	<u>Information Technology</u> <u>On-line safety</u> • In this unit, children learn about preventing and dealing with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety.	

French 	Je Parle Français Unit outcomes • Pupils who are secure will be able to: • Look carefully at a speaker and respond confidently with the appropriate gesture and phrase. • Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. • Link actions or pictures to the new vocabulary, both in spoken and written form. • Imitate the pronunciation of sounds, taking turns to speak and using appropriate intonation.	
PE 	<u>PE</u> PE will be taught on a Monday. • To develop children's co-ordination. • Develop children's agility. • To develop team work	
Music 	Music continues to be taught by Mrs. Amison on a Tuesday morning. • Year 3- Play clear notes on instruments and use different elements in composition. • Year 4- Sing songs from memory with accurate pitch.	
Key events for the half term	• TBC	
Homework 	• Daily Maths and Literacy set each day. • One piece of homework (Maths or English as well as one foundation subject) will be handed out on a Thursday and should be completed and handed in on the following Monday.	

	• Times tables are taught each day and tested.
PSHE 	• Relationships/RHSE • I can explain how some of the actions and work of people around the world help and influence my life. • While at home work hard on improving relationships • Consolidation of school/class rules.
 	<u>Home Reading</u> Reading helps children with their knowledge, understanding and language. The children are taught to read in school however, it is important that you encourage your child to read at home daily. Children should read at home and have their reading diary signed by an adult at least <u>3 times a week</u>. It would be very much appreciated if you would talk to your children about their Accelerated Reader target and help them to achieve it by encouraging them to read as much as possible. Prizes for outstanding readers will also be given out in class! Reading books will be changed frequently and every week the children will have the opportunity to choose a library book to read over the weekend. Click the video link below for tips on how to support your child with reading at home.  https://youtu.be/-OG2Q6pPQYw