



## HALF TERMLY CURRICULUM OVERVIEW Autumn Term (1) 2022 Year 3/4 Skill for Success – Resilience

Week	1	2	3	4	5	6	7
DATE	5/09/22 (4 days)	12/09/22	19/09/22	26/09/22	3/10/22	10/10/22 (4 days)	17/10/22
Events				28/9 Year 6 Junior Life Skills		12/10 INSET DAY (Goose Fair Day)	18/10 Y3/4 Garden Day  20/10 Harvest Festival at St. Eustachius' Church
Visits and Visitors	7/9 Stannary Brass Band to visit years 5 / 6	Trip to the pimple for art Tuesday 13 <sup>th</sup> September	20/9 Individual school photos				
English	Author profiles and reading journals		Ask Dr K Fisher by Claire Llewellyn (NF letter) <b>Key learning outcome:</b> To write your own letter to an agony aunt and a reply using a formal and informal voice, range of conjunctions and relevant and precise technical vocabulary.			Until I met Dudley by Rodger McGough (explanation text) <b>Key learning outcome:</b> To write own imaginary and real explanation text using a range of correctly punctuated sentence constructions, a range of verb tenses and the correct person for the style of writing.	
Phonics/ Spellings daily	Strategies at the point of writing: Have a go. Strategies for learning words: Words from statutory and personal spelling list. Words ending in 'sure'.	Words ending in 'sure'. Words from statutory and personal spelling list. Possessive apostrophes. Homophones.	Homophone strategies. Words from statutory and personal spelling list. Paired testing of spellings.	Revisit strategies at the point of writing: Have a go. Strategies for learning words: Words from statutory and personal spelling list. Proofreading. Prefixes.	Prefixes. Revisiting statutory word list. Paired testing of spellings. Words with the ei,eigh, ey sounds.	Revisiting statutory word list. Paired testing of spellings. Suffixes.	Review, revisit and revise strategies for spellings.
Books for Life (focus books)	The Firework Makers Daughter by Phillip Pullman (class read)						
Maths	<b>Number sense 3.1</b> Pupils can explain and show how and when their counting is useful for adding and subtracting. They can make appropriate decisions about when to use their understanding of place value for solving problems including adding and		<b>Additive reasoning 3.2</b> Pupils can solve addition and subtraction problems in different contexts appropriately choosing and using number facts, understanding of place value and counting. They explain their decision making and justify their solutions.			<b>Multiplicative reasoning 3.3</b> Pupils can explain and represent multiplication as both repeated addition and scaling and division as both sharing and grouping. They use this understanding to derive facts and solve problems.	

	subtracting.					<p><b>Multiplicative reasoning 4.3</b></p> <p>Pupils can explain the relationship between multiplication and division and the distributive laws. They use this understanding to derive facts and solve problems.</p>	
	<p><b>Number sense 4.1</b></p> <p>Pupils can make appropriate decisions about when to use their understanding of counting, place value and rounding for solving problems including adding and subtracting</p>		<p><b>Additive reasoning 4.2</b></p> <p>Pupils can solve addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value, counting and mental and written methods. They can explain their decision making and justify their solutions.</p>				
No Nonsense Maths daily	Using understanding of additive composition of ten for understanding 1000.	Using understanding of additive composition of ten for understanding 1000.	Using understanding of additive composition of ten for understanding 1000.	Using understanding of additive composition of 10 to add and subtract with 3 digit numbers.	Applying understanding to add and subtract pairs of three digit numbers.	Applying understanding of adding and subtracting with three digit numbers.	Consolidation of learning to address any misconceptions.
Science <b>Electricity</b>	Identify appliances that run on electricity and name their basic parts	Understanding electrical safety	Construct a simple circuit with a switch using physical resources	Recognise common electrical conductors and insulators	Construct a simple circuit with a switch using scientific diagrams	End of unit quiz	Presentation of knowledge
Art <b>Dartmoor Landscapes</b>	Research landscape artists	Visit to Dartmoor- Observational drawings	Recreate drawing using watercolour	Recreate drawing using collage	Recreate drawing in the style of another artist	Prepare to hold an art gallery across classes	Hold an art gallery across classes
Geography <b>South West</b>	Identifying geographical regions within The South West- Devon	Identifying geographical regions within The South West- Devon	Identifying geographical regions within The South West- Cornwall	Identifying geographical regions within The South West- Cornwall	Identifying geographical regions within The South West- Somerset	Identifying geographical regions within The South West- Somerset	Consolidating understanding on geographical regions within the South West
Computing / Online Safety	<b>Self-Image and Identity-</b> I can explain how my online identity can be different to my offline identity.	PowerPoint skills- open and save files, cut and paste images, create and manipulate text.	PowerPoint skills- Change font size and style, add pages/ slides, add transitions and effects to images and text.	PowerPoint skills- Change backgrounds, add sound/ movie.	PowerPoint skills- Change themes, add buttons and page links.	PowerPoint skills- Add animations/ transitions from slide to slide and present final PowerPoint.	

<p>Music</p> <p><b>Charanga (ABBA)</b></p> <p>Musician of the month –  <b>September: Stevie Wonder</b>  <b>October: Tracy Chapman</b></p>	<p>Mamma Mia- Sing the song.</p>	<p>Dancing Queen- Sing the song and play instrumental parts within the song.</p>	<p>The Winner Takes It All- Sing the song and improvise using voices and/ or instruments within the song.</p>	<p>Waterloo- Sing the song and perform compositions within the song.</p>	<p>Super Trouper- Choose what you perform today, start to prepare for the end of unit performance.</p>	<p>Thank You For The Music- Prepare for the end of unit performance.</p>	<p>End of unit performance.</p>
<p>PE</p> <p><b>Swimming</b>  Aim: Swim confidently with a range of recognised strokes (minimum of 25 metres)</p>	<p><u>Week 1:</u>  Assessment – group ability allocation by swimming teachers.</p>	<p><u>Week 2:</u>  Practise range of recognised strokes and develop water confidence</p>	<p><u>Week 3:</u>  Practise range of recognised strokes and develop water confidence</p>	<p><u>Week 4:</u>  Focus on water skills including floating, breathing and sculling.</p>	<p><u>Week 5:</u>  Focus on water skills including floating, breathing and sculling.</p>	<p><u>Week 6:</u>  Assessment of all skills – strokes, floats, breathing and distance achieved.</p>	<p><u>Week 7:</u>  Assessment of all skills – strokes, floats, breathing and distance achieved.</p>
<p>PE</p> <p>Personal unit  Unit 1 Real PE</p>	<p><b>Warm up-</b>Hi Baby!  <b>PB challenge-</b> Matching pairs  <b>PB challenge-</b> Balloon balance  <b>Review Method-</b> Time shares</p>	<p><b>Warm up-</b>Hi Baby!  <b>Skill-</b> Footwork  <b>Skill application-</b> Select footwork patterns  <b>Cool down-</b> One leg/ Time shares</p>	<p><b>Warm up-</b>Hi Baby!  <b>Skill-</b> Footwork  <b>Skill application-</b> Task cards  <b>Cool down-</b> One leg/ Time shares</p>	<p><b>Warm up-</b>Race walking  <b>Skill-</b> Footwork  <b>Skill application-</b> Through the Gates  <b>Cool down-</b> Counter balance/ Time shares</p>	<p><b>Warm up-</b>Race walking  <b>Skill-</b> Footwork  <b>Skill application-</b> Footwork assault course  <b>Cool down-</b> Pick up- Put down/Time share</p>	<p><b>Warm up-</b>Race Walking  <b>PB challenge-</b> Matching pairs  <b>PB challenge-</b> Balloon balance  <b>Review Method-</b> Time shares</p>	<p>Games and relays to consolidate learning</p>
<p>Personal, Social, Health  Economic and Relationships and Sex education</p>	<p><u>Skill For Success</u>  Resilience – keep going even when it’s hard!</p>	<p><u>Health and Prevention</u>  Know about personal hygiene and germs. Know that illness can affect people in different ways.</p>	<p><u>Being Safe</u>  Know what boundaries are appropriate in friendships with peers (including digital context)</p>	<p><u>Mental Wellbeing – emotions</u>  Know how to recognise and talk about their emotions including having a varied vocabulary of words to use when</p>	<p><u>Mental Wellbeing – emotions</u>  To deepen their understanding of good and not so good feelings</p>	<p><u>Mental Well being – self care</u>  Understand the benefits of physical exercise, time outdoors, community participation, voluntary and</p>	<p><u>Half term preparation for well being</u>  Discuss how to apply what you have learned this half term during their half term break.</p>

				talking about their own and other's feelings.		service based activity on mental wellbeing and happiness.	
RE <b>Christianity</b>	We are learning about the meaning of the Holy Trinity	We are learning to identify the Trinity in Gospel scripture and discuss the meaning	We are learning to explore the meaning of the Trinity through art	We are learning to explore the words in a baptism today	We are learning to explore what the Trinity is through art	We are learning to explore what the Trinity is through art	Consolidation of learning through a quiz
French Stage 1, year 4, Autumn 1	We are learning to ask and answer several questions about myself.	We are learning to recall numbers 1 to 10.	We are learning to say and read numbers 0 to 20.	We are learning to remember days and months.	We are learning to say and write the names of rooms in my rooms.	We are learning to say and write nouns for classroom items.	Consolidation of learning through a quiz
Garden Days							Team building Fire safety Den building Hot chocolate Leaf identification Clay faces Carving and stamping pumpkins