| **Class:**Walsingham**Year group:** 3-4 | **Term:** 1**Class books:** The Barnabus Project.The seed of doubt  | **Main context and interesting hook:** Who am I?Children will be answering the curriculum question ‘who am I?’ through exploring what makes them unique and the similarities and differences between themselves, their friends and their family. The children will also be developing a greater understanding of the world they live in through exploring animals and oceans and the beautiful world that God has created.  |
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| **Subject** | **National Curriculum** | **Sticky Knowledge** | **Skills** | **Evidence** |
| **English****Y3 The Seed of Doubt** – thinking about life beyond his farm and the wider world (**Y3 The Barnabus Project** – invented pets and some go wrong, trying to find out where he belongs (Instructional writing, escape plan,descriptions, advertisements, letters of advice and dialogue). | Reading ComprehensionDevelop positive attitudes to reading and understanding of what they readUnderstand what is read, in books they can read independentlyExpressing time, place and cause using conjunctions [for example, when, before, after, while,so, because], adverbs [for example, then, next, soon, therefore]• Introduction to paragraphs as a way to group related material• Use of the present perfect form of verbs instead of the simple past [for example, He has goneout to play contrasted with He went out to play]• Introduction to inverted commas to punctuate direct speech• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phras-es (e.g. the teacher expanded to: the strict maths teacher with curly hair) (Year 4)• Fronted adverbials [for example, Later that day, I heard the bad news] (Year 4) | Writing (Composition)Plan writing by:• Discussing writing similar to that which they are planning to write in order to understandand learn from its structure, vocabulary and grammar• Discussing and recording ideasDraft and write by:• Composing and rehearsing sentences orally (including dialogue), progressively building avaried and rich vocabulary and an increasing range of sentence structures English Appendix2• Organising paragraphs around a theme• In non-narrative material, using simple organisational devices [for example, headings andsub-headings]Evaluate and edit by:• Assessing the effectiveness of their own and others’ writing and suggesting improvements• Proposing changes to grammar and vocabulary to improve consistency, including theaccurate use of pronouns in sentences• Proofread for spelling and punctuation errors• Read their own writing aloud to a group or the whole class, using appropriate intonationand controlling the tone and volume so that the meaning is clear |  Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and referencebooks or textbooks• Identifying themes and conventions in a wide range of books• Discussing words and phrases that capture the reader’s interest and imaginationDrawing inferences such as inferring characters’ feelings, thoughts and motives from theiractions, and justifying inferences with evidence Predicting what might happen from details stated and implied | Group readingGuided readingDaily literacy lessons/small group literacy workWeekly spelling testDaily handwriting lessons Handwriting workbooksLiteracy booksPublished work booksSpelling booksReading folderReading records |
| **Maths** | **Place value** Read and write numbers up to 1,000 in numerals and in words (Y3)Recognise the place value of each digit in a 3-digit number (thousands, hundreds, tens and ones) (Y3) 4-digit number (Y4)Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (Y3)  Identify, represent and estimate numbers using different representations. (Y3 and Y4)Compare and order numbers up to 1,000 (Y3) beyond 1,000 (Y4)Round any number to the nearest 10, 100 or 1,000 (Y4) Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (Y3) Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value (Y4)**Addition and Subtraction**Add and subtract numbers mentally, including: a 3-digit number and ones; a 3-digit number and tens; a 3-digit number and hundreds (Y3)Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction (Y3)Add and subtract numbers with up to three digits (Y3) and 4 digits (Y4), using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers (Y3 & 4)Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction (Y3) Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why (Y4) | Children will develop their knowledge using CPA.Concrete manipulatives might include - dienes, 10’s frames, numicon, place value grids and countersPictorial representations will give children representations that can support their move away from the manipulatives to enable them to apply their knowledge with abstract representation.Children will be taught a number of methods so that they can apply and use their chosen method in number problems. | Children will be able to use the skills taught to be independent in their learning and be able to explain their learning.Children will become less dependent on concrete manipulatives and/or be able to select the manipulatives to help them to be successful in their learning. | Lesson participation Book workWhiteboard work in lessonsGroup workPhotographs of use of manipulativesConsolidation of learning via ATOMProgress evident in TTRS |
| **RE** | Creation and the story of Abraham to JosephJesus teaches us how to pray | Children will hear and learn about someimportant stories from the Book of Genesis. They willexplore some important images of God found in thesestories and consider what it mean for human beings to bemade in the image and likeness of God. | Retell stories through actingArtwork to express a storyExpress an opinion using a stated source | RE lessonsWorkbooksDisplayFloor book |
| **Science** | Animals, Including humans.Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eatidentify that humans and some other animals have skeletons and muscles for support, protection and movement | Identify the different food groups and their importance for health.Explain the process of digestion in humans and some animals.Understand the functions of the skeleton and muscles in supporting, protecting, and enabling movement in humans and animals.Differentiate between herbivores, carnivores, and omnivores.Identify the differences between vertebrates and invertebrates in terms of body structure. | Children will work scientifically by identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They will compare and contrast the diets of different animals and decide ways of grouping them according to what they eat. They will research different food groups and how they keep us healthy. | Science books and lessonsLiteracy books and lessonsDisplay  |
| **History** | A local history study - Witney Weavers | Understand the significance of the Witney Weavers and the impact this had on our area today.Understand how the export of goods benefited the local area’s wealth and development. | Children will develop connections, contrasts and trends over time and develop the appropriate use of historical terms.Understand how our knowledge of the past is constructed from a range of sources | DisplayHistory booksProject homeworkTalk partners Continuous provision  |
| **Geography** | Physical Geography - describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes | Definition and types of mountains; understanding the formation processes of mountains.Ability to identify and locate major mountain ranges around the world.Understanding of volcano structure, types, and reasons for volcanic eruptions.Knowledge of global distribution of volcanoes and understanding of the "Ring of Fire".Basic understanding of earthquakes, tectonic plates, and seismic activity.Insights into the impact of earthquakes on natural landscapes and human societies. | MappingPlace and location | Geography booksDisplay Whiteboard workTalk partnersContinuous provision  |
| **PE** | Develop personal skills to recognise where they are in their learning and know not to move on until they have secured their learning. Recognise that, in order to improve, the ability to challenge themselves is essential. | Develop fundamental movement skills and apply them to help develop the skills required in a range of games and activities For example, the ability to balance, pivot and move transfers  | Children will develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.to a range of activities and sports, including basketball, netball, football, hockey and tennis. |  Weekly PE lesson participation Participation in extracurricular opportunities. |
| **Art and design** | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design | Design, make and evaluate a soft toy using a range of materials. | Select and justify use of materialResearchSewingFixing materials using an appropriate method | Art books Independent art in continuous provision  |
| **RSE** | Created and Loved by God |  |  | Children will show what they have learnt in their everyday lives and religious ethos of the school. Engagement in class discussion and activities.  |
| **French** | Listen attentively to spoken language and show understanding by joining in andresponding explore the patterns and sounds of language through songs and rhymes and link thespelling, sound and meaning of words | Pupils will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why. | Learning to listen to French and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season. | Language Angels planning documentsSongsGames |