English

Key Texts: How to Train Your Dragon - Cressida Cowell
A range of non-chronological reports about animals/mythical creatures
Purpose for writing: *Narrative - story openings/Non-chronological reports*
Narrative:- *Children will use the story "How to Train Your Dragon" to write an effective story opening. They will work on strategies to hook the reader, use time and place adverbials, develop a rich and varied vocabulary and use conjunctions "before/after" effectively.*
Non-chronological reports:- *Children will write a non-chronological report on a dragon type of their choice. They will structure a report using developed paragraphs to link information together, use subject specific vocabulary and use a range of conunctions effectively in different parts of a sentence.*
Word Reading / Comprehension: *Children will use narrative and non-narrative text extracts to practice the key reading skills of retrieval, inference, prediction and visualization.*
Spelling: Year 3 - *words with the "ay" sound spelt ei, eigh, ey, using the possessive apostrophe in plural words, the prefixes "un" and "dis"*

Year 4 - *prefixes il, im, in, ir and suffixes "ation" and "ly"*

History

Focus: The Vikings
Children will develop their chronological awareness following on from prior learning about the Anglo Saxons, to recognize that the Vikings followed this. They will study Viking beliefs, social structure, way of life and importance of trade. They will compare these to other eras studied. Children will investigate the effectiveness of longships, and understand why they were so important to the success of the Vikings. They will study key historical events, such as the raid at Lindisfarne, and understand the impact of these events on Britain.
Working historically: *Children will build their chronological understanding, and place the Viking period on a timeline. They will develop fluency in chronological vocabulary and use these terms confidently to narrate periods of History. They will study the impact of a significant event, and discuss cause and consequence. Children will use a range of sources to gather information, consider the reliability of different sources, and present their findings in a range of ways.*

Design and Technology

Focus: Electrical systems - Make an electrical poster
Children will design, make and evaluate a poster which incorporates an electrical circuit. They will consider design brief and effectiveness of materials. They will use their knowledge of circuits and electricity and apply it to create a product for a particular purpose. They will evaluate their finished products.

Year 3/4

Autumn 2

The Vikings

Computing

Focus: Unpacking hardware and software

Music

Focus: Developing singing technique (Viking theme)

PE

Focus: Tag Rugby

PSHE

Focus: Connecting - Feeling safe and included

Maths

Key Facts: Year 3: *Know multiplication and related division facts for the 3, 4 and 8x table.*
Year 4: *Know multiplication and division facts for the 6, 7, 9, 11, and 12x tables. Apply related calculations—eg 7x6=42, so 70 x 6 = 420.*
Addition and subtraction (Year 3): *Children will continue work on addition and subtraction of 3 digit numbers, learning more formal written methods to add and subtract. They will learn to use the inverse operations to check their answers to calculations.*
Area (Year 4): *Children will explore area of simple and rectilinear shapes by counting squares. They will make their own shapes with given areas, and use the symbols < > and = to compare areas of certain shapes.*
Multiplication and Division - Year 3 - *Children will learn multiplication and division facts for the 3, 4 and 8x tables. They will use practical and pictoral resources to support their understanding of making equal groups and arrays.*
Year 4 - *Children will learn how to multiply and divide by 0 and 1 and be able to multiply 3 numbers together. They will learn multiplication and division facts for the 6x, 7x, 9x, 11x and 12x tables.*

Science

Physics: Forces and Magnets - *Children will learn about the different types of forces and recognize pushes and pulls as types of force. They will compare and describe how objects move on different surfaces and understand the texture of the surface affects how well the object moves. They will explore and recognize magnets as a type of force which can act at a distance, and investigate which materials may be magnetic and non-magnetic. They will group materials into categories based on their findings. They will recognize magnets as having 2 poles and begin to use the terms attract and repel.*
Working Scientifically:
Children will classify objects based on whether they are magnetic or non-magnetic and give reasons for those classifications. They will make careful observations and comparisons about how objects move on different surfaces, and design and carry out fair tests to investigate this further, taking into account different variables. They will present their findings and conclusions numerically and in writing.

RE

Focus: What is it like to follow God?

French

Focus: Colour, size and shape. Traditional Christmas phrases.