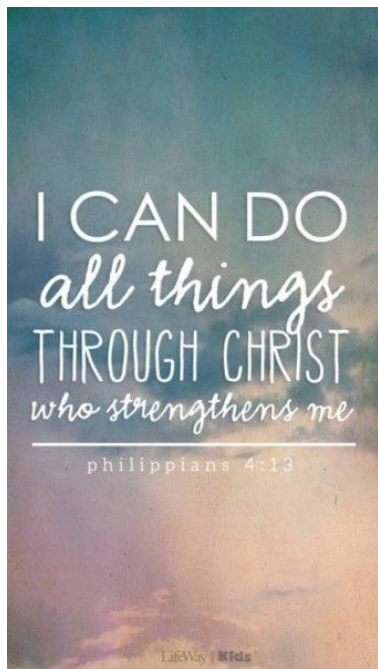




Topic Map: Year 3 and Year 4

Term: Autumn 1



Computing

Animation

- *To understand what animation is.
- *To understand the term onion skinning and be able to use this technique for 2D computer animations.
- *To know how to enhance simple animations using animation software.
- *To plan an animation.
- *To create a narrative through animation.
- *To evaluate animations.

PSHE

Being Me in My World

Children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.

History

Liverpool's Black History

- * To understand the importance of freedom.
- * To understand Liverpool's part in the Slave Trade.
- * To show an understanding the abolition of slavery and the work of William Roscoe.
- * To explore the achievements of some inspirational members of Liverpool's black community.
- * To explore the life and achievements of James Clarke.

R.E

God, David and the Psalms

The aim of this unit is to explore the Story of David and his strengths and qualities, and to read the Psalms and use them to discover more about the nature of God.

PE

Gymnastics - Gymnastics is made up of a range of movement skills including balance, jumps rolls and shapes. Gymnastics began in ancient Greece as a way to exercise and develop physical strength. Modern gymnastics was developed in Germany in the late 1700s by Frederick Ludwig, who is considered the "Father of Modern Gymnastics."

Fundamentals - Fundamental movement skills are a specific set of skills that involve different body parts. These skills are the base for more complex skills that you will learn throughout your life. They help us take part in games, sports and everyday activities. We use them when we walk, jump, ride a bike, eat food, get dressed, brush our teeth, sing and dance.

Spanish

Presenting Myself

By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish.

Music

Mamma Mia

Listen, appraise and sing Abba songs.

Art - George Seurat (Pointillism)

- *Experiment with ways in which surface detail can be added to drawings.
- *Lines and Marks – make marks with a range of drawing implements.
- *Form and Shape – experiment with different grades of pencils and other implements to draw different forms and shapes.
- Tone – vary the tone through experimentation.
- Texture – create texture using different drawing implements.

English

Text: Ocean Meets Sky

Writing-

Narrative Outcome: Dream Adventure Narrative

Purpose: To narrate

SPAG

Grammar: Word

*Formation of nouns using a range of prefixes

*Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant

Grammar: Sentence

*Expressing time, place and cause using adverbs e.g. then, next, soon, therefore

*Learn how to use subordination using when, if, that, because

*Expanded noun phrases for description and specification

Grammar: Punctuation

Learn how to use apostrophes to mark singular possession in nouns

Reading

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- Increase their familiarity with a wide range of stories (including fairy stories*)

- Participate in discussion about both books that are read to them and those they can read for themselves

- Identify simple themes and conventions in an increasing range of books

- Retrieve and record some information from non-fiction

- Identify how language, structure and presentation contribute to meaning.

Mathematics

Place Value

- Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) (Y3)
- Count from zero in multiples of 4, 8, 50 and 100 (Y3)
- Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (Y3)
- Read and write numbers up to 1,000 in numerals and in words (Y3)
- Compare and order numbers up to 1,000 (Y3)
- 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)
- Identify, represent and estimate numbers using different representations (Y3 and Y4)
- Count in multiples of 6, 7, 9, 25 and 1,000 (Y4)
- Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones) (Y4)
- Find 1,000 more or less than a given number (Y4)
- Order and compare numbers beyond 1,000 (Y4)
- Round any number to the nearest 10, 100 or 1,000 (Y4)
- 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)

Science

Group and classify living things

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Working Scientifically

- Talk about criteria for grouping, sorting and classifying (non-statutory).
- Asking relevant questions and using different types of scientific enquiries to answer them.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Working scientifically – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.