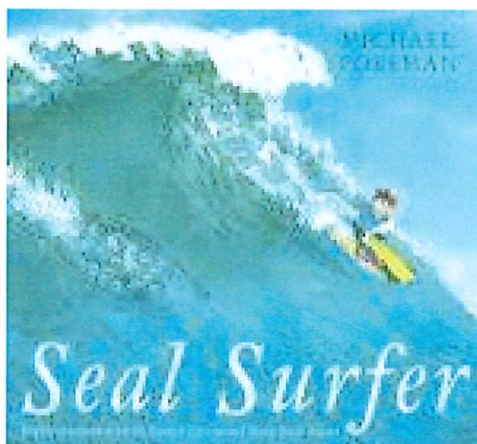


WOODLANDS PRIMARY SCHOOL



Year 3 / 4
CYCLE B
Autumn 1 Curriculum

Ready · Respectful · Safe



Your Mastery Targets for this term are...

- Group related ideas into paragraphs
- Build a varied and rich vocabulary
- Use prepositions to express time, place and cause
- Introduce inverted commas to punctuate direct speech

Feature Keys

- Write in the first person
- Use apostrophe in contractions
- Provide detail through use of prepositions to express time, place and cause
- Use a variety of sentence forms including statements and questions
- Write in consistent past and present tense including progressive forms
- Use some future tense verbs
- Use layout and structure of a letter
- Ensure chronological order to explain sequence of events

Vocabulary we will use this term...

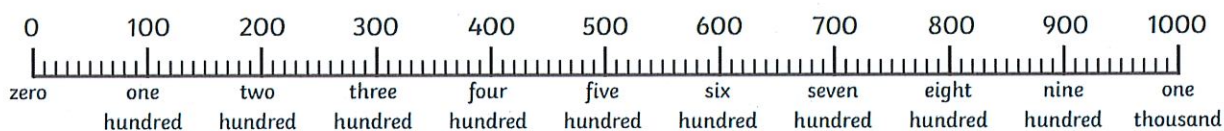
Year 3/4 Words

accident(ally)
appear
breath
breathe
caught
disappear
early
experience
extreme
heard
natural
often

Topic Words

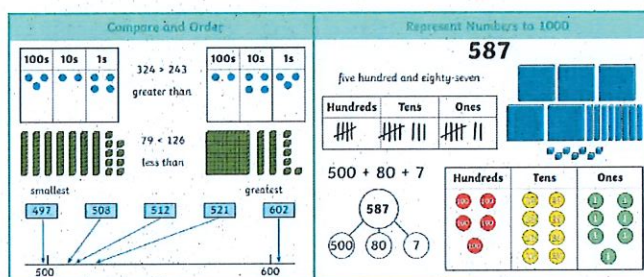
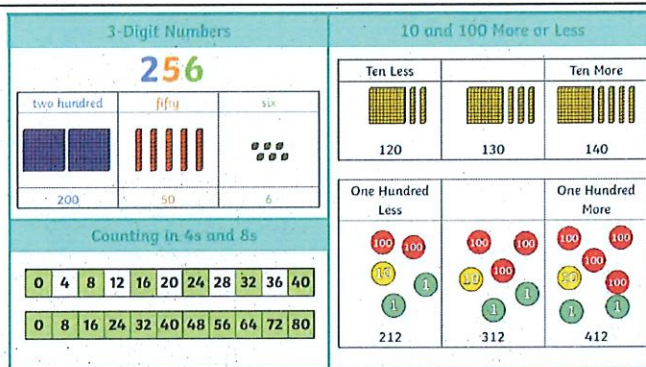
smudge
nuzzle
burst
fade
brim
haul
wrench
gather
heave
buffet
churn
dissolve

MATHS: PLACE VALUE



My mastery targets for this term are to...

- Recognise the place value of each digit in a 3-digit number
- Compare and order numbers up to 1000
- Identify, represent and estimate numbers using different representations
- Read and write numbers up to 1000
- Solve number problems and practical problems involving these ideas



Vocabulary:

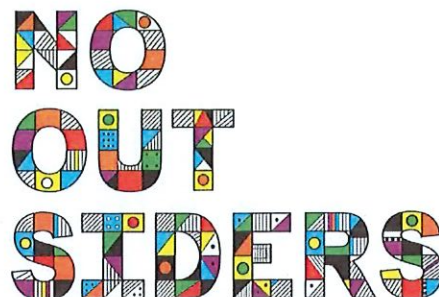
Hundreds, tens, ones, zero, place value, greater than, less than, order, more, less, partition, digit

Y3 SMSC, French and Music

SMSC

This term, I will use the book *Oliver* by Birgitta Sif to:

- understand how difference can affect someone
- understand how difference can make people feel excluded



French - A New Start

French Y3 Stage 1 Autumn1: Greetings, Feelings, Names.



Language Detectives' Memory Bank: Greetings, Feelings and Names.

Greetings Bank

Salut - Hi - :
Bonjour – good morning/hello - :
Bonne après-midi – good afternoon
À bientôt – see you soon
Au revoir- good bye

Sound spelling

"ou" - :
"oi"
"ça"

Question and Answer Bank

Çomment ça va?- how are you? - :
Ça va bien – I am feeling good - :
Ça va très bien – I am feeling really good
Ça va comme çi, comme ça- I am feeling okay
Ça va mal- I am not feeling good
Ça va très mal- I am feeling really bad

Grammar

When you ask a question in French you can turn a sentence into a question by raising the pitch of your voice at the end of the question.

e.g.
Ça va?
Ça va.

Question and Answer Bank

Comment t'appelles -tu?- What are you called? - :
Je m'appelle.... I am called.....

Music

This term, I will be partaking in 10 violin sessions with FirstAccess. During the sessions the I will:

- Play and perform in solo and ensemble contexts
- Play the violin with increasing accuracy, fluency, control and expression
- Evaluate music using musical vocabulary and explain why I prefer specific pieces to others.

Vocabulary I will use in Music:

Rhythm, compose, melody, pulse, pitch, tempo, violin, bow, string, bridge, fingerboard, chin rest, F-hole, scroll

Y3 D.T, Art and Computing

Art and DT

This half term in art, I will use inspiration from Gary Hodges and architect Henry Winstanley (who built the first lighthouse in England!) to make a working model of a lighthouse inspired by our English text: Seal Surfer. Throughout this half term, I will learn how to create textures and strengthen materials using paper machè. I will also learn the function of lighthouses and how to create a simple circuit. I will design, make and review my work.



Key vocabulary we will use:

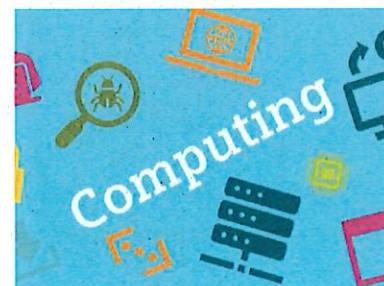
Drawing- line, tone, sketch, hardness, graphite, rubber, light, shadow, shading

Sculpture and electrics- circuit, wire, bulb, battery, series circuit, paper machè, strengthen, mould, texture.

Computing - Self-image and Identity

This term, I will

- identify what an identity is
- identify what makes up an identity
- explain how identities can be similar or different
- understand how someone might show their identity online
- identify what someone might be happy to share or not share online
- identify how someone might change their identity for different platforms



Key vocabulary I will use in computing:

connection, digital, digital device, input, network, network cables, network sockets, network switch, non-digital, output, process, program, server, wireless access point



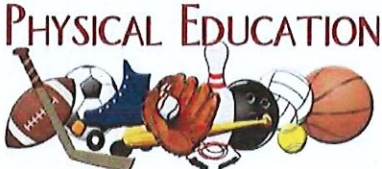
Y3 P.E and COJO's

Judo P.E PHYSICAL EDUCATION

Judo

This half term, I will be taught Judo by Judo Education. I will be learning to:

- hold and turn over
- perform standing grips
- throw
- break fall in different directions



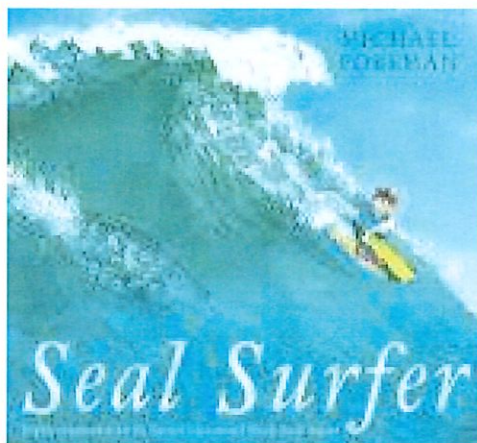
Tag-Rugby

In my tag-rugby sessions, I will gain a secure understanding of passing and moving to create space and score. I will apply tagging to prevent an attacker scoring. I will demonstrate a growing understanding of the difference between attack and defence. Throughout the unit, I will develop and apply skills such as trust and cooperation as I collaborate with others and apply the rules of the game. I will continue to develop the skills of resilience and self-motivation as I strive to improve their own performance.

Key vocabulary I will use in P.E:

Judo - attention, belt, technique, kneeling bow, stance

Tag Rugby - space, attacker, defender, forward pass, offside



Your Mastery Targets for this term are...

- Expand noun phrases by adding modifying adjectives, nouns and prepositional phrases
- Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)
- Use commas after fronted adverbials
- Use inverted commas for direct speech (recap)

Feature Keys

- Write in the first person
- Use apostrophe in contractions
- Provide detail through use of prepositions to express time, place and cause
- Use a variety of sentence forms including statements and questions
- Write in consistent past and present tense including progressive forms
- Use some future tense verbs
- Use layout and structure of a letter
- Ensure chronological order to explain sequence of events

Vocabulary we will use this term...

Year 3/4 Words

accident(ally)
appear
breath
breathe
caught
disappear
early
experience
extreme
heard
natural
often

Topic Words

smudge
nuzzle
burst
fade
brim
haul
wrench
gather
heave
buffet
churn
dissolve

Autumn Term 1

Our small steps for this unit are...

1. Represent numbers to 1,000
2. Partition numbers to 1,000
3. Number line to 1,000
4. Represent numbers to 10,000
5. Partition numbers to 10,000
6. Find 1, 10, 100 & 1,000 more or less
7. Number line to 10,000
8. Compare numbers to 10,000
9. Order numbers to 10,000
10. Roman Numerals
11. Round to the nearest 10, 100 or 1,000

Vocabulary:

- Thousands
- Hundreds
- Tens
- Ones
- Zero
- Place value
- Greater than >
- Less than <
- Equal to =
- Order
- Round
- Rounded to
- Negative number
- Partition
- Digit
- Roman Numeral

Y4 Place Value

Key Knowledge

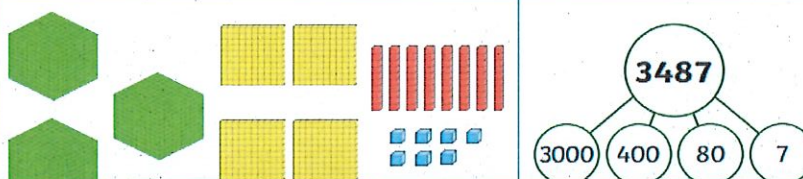
Represent 4-Digit Numbers

3487

three thousand, four hundred and eighty-seven

1000s	100s	10s	1s

Thousands	Hundreds	Tens	Ones



Roman Numerals

one	1	I
five	5	V
ten	10	X
fifty	50	L
one hundred	100	C

XVIII = 18

XXIX = 29

LXXXIV = 84

Rounding

Look at the place value column to the right of the value you are rounding to. If this digit is a 4 or less, round down. If the digit is a 5 or more, round up.

Rounding to nearest 10

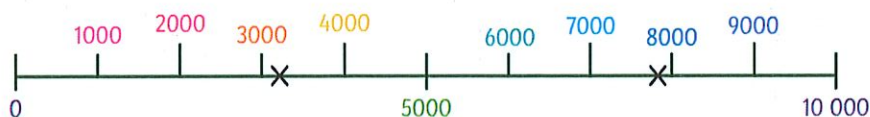
20	21	22	23	24	25	26	27	28	29	30
← round down					round up →					

Rounding to the nearest 100

200	249	250	300
← round down		round up →	

Rounding to the nearest 1000

2000	2499	2500	3000
← round-down		round-up →	



Autumn Term 1

Our small steps for this unit are...

1. Add and subtract 1's, 10's, 100's and 1,000's
2. Add up to 4-digit numbers- no exchange
3. Add two 4-digit numbers- one exchange
4. Add two 4-digit numbers- more than one exchange
5. Subtract two 4-digit numbers- no exchange
6. Subtract two 4-digit numbers- one exchange
7. Subtract two 4-digit numbers- no exchange
8. Efficient subtraction
9. Estimate answers
10. Checking strategies

Vocabulary:

- Add
- Total
- Plus
- Sum
- More
- Altogether
- Difference
- Subtract
- Less
- Minus
- Takeaway
- Mentally/ orally
- Column addition
- Column subtraction
- Exchange
- Estimate
- Inverse operations

Y4 Addition and subtraction

Key Knowledge

Add 4-digit numbers

No exchange

$$\begin{array}{r} 5162 \\ +3427 \\ \hline 8589 \end{array}$$

Starting with the ones, add each column in turn.

One exchange

$$\begin{array}{r} 5162 \\ +3497 \\ \hline 8659 \\ 1 \end{array}$$

Starting with the ones, add each column in turn. When adding 6 tens + 9 tens = 15 tens = 1 hundred + 5 tens

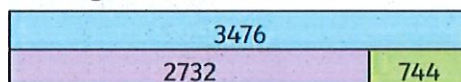
Place 1 hundred under the hundreds answer and 5 tens in the tens.

Multiple exchanges

$$\begin{array}{r} 5864 \\ +3497 \\ \hline 9361 \\ 111 \end{array}$$

Starting with the ones, add each column in turn. Exchange tens, hundreds and/ or thousands as required.

Using Inverse



$3476 - 744 = 2732$ can be checked using $2732 + 744 = 3476$

This part whole shows the inverse calculations using these three numbers.



$1549 + 2688 = 4237$	$2688 + 1549 = 4237$
$4237 - 1549 = 2688$	$4237 - 2688 = 1549$

Subtract 4-digit numbers

No exchange

$$\begin{array}{r} 5789 \\ -3421 \\ \hline 2368 \end{array}$$

Starting with the ones, subtract each column in turn.

One exchange

$$\begin{array}{r} 61 \\ 5749 \\ -3471 \\ \hline 2278 \end{array}$$

Starting with the ones, subtract each column in turn. When subtracting 4 tens - 7 tens, exchange 1 hundred to make:

14 tens - 7 tens = 7 tens

Multiple exchanges

$$\begin{array}{r} 6131 \\ 5742 \\ -3476 \\ \hline 2266 \end{array}$$

Starting with the ones, subtract each column in turn. Exchange tens, hundreds and/ or thousands as required.

Adding in a different order

$$420 + 372 + 280 =$$

Change to

$$420 + 280 + 372 =$$

$$\text{As } 420 + 280 = 700$$

(because $42 + 28 = 70$)

$$420 + 280 + 372 = 700 + 372 = 1072$$

Add and Subtract 1s, 10s, 100s, 1000s

Here is the number 3124



Add 2 thousands = 5124

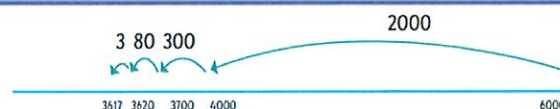
Add 5 hundreds = 5624

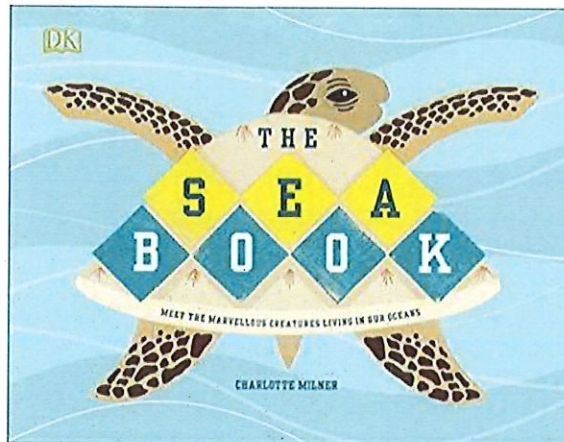
Subtract 2 tens = 5604

Add 5 ones = 5609

Efficient subtraction

Calculate $6000 - 3617 = 2383$





Your Mastery Targets for this term are...

- identify main ideas drawn from more than one paragraph and summarise.
- identify how language, structure and presentation contribute to meaning.
- identify themes and conventions in a wide range of books.

Blurb


The sea book is an educational book about the sea, covering a wealth of sea animals, including mammals, fish, invertebrates and reptiles. It explores the underwater worlds of incredible marine life and their habitats. From up on the ice, down to the colourful coral reefs, underwater forests, and right down to the deepest darkest depths where the weird and wonderful animals lurk.



Vocabulary we will use this term...

- immense
- body of water
- variety
- inhabitants
- marine
- predator
- prey
- food chain



Autumn Term 1 2021	Cycle B	
Animals including Humans		
<u>During this topic I will learn:</u> <ul style="list-style-type: none">• How living things obtain food• How animals can be grouped by their diet• How animals can be sorted based on their skeletons• Parts of the skeleton• The 3 main functions of a skeleton		<u>Key Vocabulary:</u> <ul style="list-style-type: none">• Nutrition• Nutrients• Vitamins• Minerals• Carnivores• Herbivores• Omnivores• Skeleton• Endoskeleton• Exoskeleton• Hydrostatic• Invertebrate• Vertebrate• Hinge• Joint
<u>I will:</u> <ul style="list-style-type: none">• Group animals according to their diet• Sort food into different food groups• Name the different types of skeletons• Categorise animals based on the type of skeleton it has• Identify the main bones in the body and the 3 main functions of a skeleton• Explain how pairs of muscles work together to enable movement		

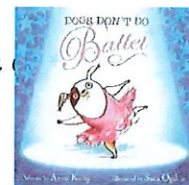
SMSC

In SMSC lessons this term, I will be focusing on when to be assertive. I will read a story called 'Dogs don't do ballet' by Anna Kemp and Sarah Oglivie. Through the story, I will be exploring why it is important to make decisions by thinking deeply about a situation and creating arguments for and against. Through debate, I will be finding out why it is sometimes hard to maintain your reasons when lots of people around you believe in something else.

At the end of this unit, I will be writing a letter to the dog in the story to give him advice when he has a problem.

Key vocabulary I will use in SMSC:

assertive, persuasive, self-confident, emphatic



French - Welcome to the classroom

French Y4 Stage 2 Autumn 1: Classroom objects and asking for an item.



Language Detectives' Memory Bank: Welcome to school.



Noun Bank

la cour de récréation – the playground
la cantine – the dinner hall
la salle des profs – the staffroom
la salle informatique – the ICT room
les toilettes – the toilets
le bureau du directeur – the headteacher's office (man)
le bureau de la directrice – the headteacher's office (woman)

la salle de classe – the classroom
un sac à dos – the rucksack
un crayon – the pencil
un stylo – the pen
un livre – the book
un taille de crayon – pencil sharpener
une gomme – the eraser
une table – the table
une chaise – the chair
une règle – the ruler
des ciseaux – some scissors
des crayons de couleurs – some coloured pencils
de la colle – some glue

Grammar Bank

To say "I have" in French we use "j'ai" (I have).
To say the negative (I have not..) we use "je n'ai pas..."

Sound spelling

"sty"

"aille"

"eau"

"as"

Music

1 – Listen & Appraise: Let Your Spirit Fly (RnB)

Structure: Introduction, verse, chorus.

Instruments/voices you can hear: Male and female voices, bass, drums, guitar, keyboard, synthesizer.

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using

up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.

Which part did you play?

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C, sometimes D | Gold: C, D + E challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: RnB and other musical styles.

Facts/info: RnB is a mixture of Soul, Hip Hop and Gospel music. Other RnB singers include Beyoncé, Usher, Rihanna and Stevie Wonder.

Listen to 4 other songs/pieces:

- Colonel Bogey March by Kenneth Alford (Film)
- Consider Yourself from the musical 'Oliver!' (Musicals)
- Ain't No Mountain High Enough by Marvin Gaye (Motown)
- You're The First, The Last, My Everything by Barry White (Soul)

Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of RnB music? How do you know this is RnB music?

Y4 D.T, Art and Computing

Art and DT

This half term in art, I will use inspiration from Gary Hodges and architect Henry Winstanley (who built the first lighthouse in England!) to make a working model of a lighthouse inspired by our English text: Seal Surfer. Throughout this half term, I will learn how to create textures and strengthen materials using paper machè. I will also learn the function of lighthouses and how to create a simple circuit. I will design, make and review my work.



Key vocabulary we will use:

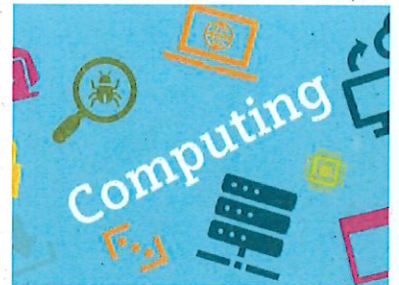
Drawing- line, tone, sketch, hardness, graphite, rubber, light, shadow, shading

Sculpture and electrics- circuit, wire, bulb, battery, series circuit, paper machè, strengthen, mould, texture.

Computing - Self-image and Identity

This term, I will

- identify what an identity is
- identify what makes up an identity
- explain how identities can be similar or different
- understand how someone might show their identity online
- identify what someone might be happy to share or not share online
- identify how someone might change their identity for different platforms



Key vocabulary I will use in computing:

connection, digital, digital device, input, network, network cables, network sockets, network switch, non-digital, output, process, program, server, wireless access point



P.EMindfulness

In our indoor P.E. sessions this half term, I will explore movement through interpreting music that will help us express ourselves and our emotions. I will respond to the emotion behind the music and try to represent this through their movements.

Tag-Rugby

In my tag-rugby sessions, I will gain a secure understanding of passing, moving to create space and score. I will apply tagging to prevent an attacker scoring. I will demonstrate a growing understanding of the difference between attack and defence. Throughout the unit, I will develop and apply skills such as trust and cooperation as I collaborate with others and apply the rules of the game. I will continue to develop the skills of resilience and self-motivation as I strive to improve their own performance.

Key vocabulary I will use in P.E:

Mindfulness - expression, creativity, emotion, motif, flow, character, unison, matching

Tag Rugby - space, attacker, defender, forward pass, offside

COJO's

In our COJO's sessions this term, we will learn about the amazing Ed Stafford!



**COMMANDO
JOE'S**

MISSION OVERVIEW: Ed Stafford is a former British Army Officer. He holds the Guinness World Record for walking the length of the Amazon Rainforest. Such a mission requires a multitude of skill and determination. During this unit, you will attempt Ed's Amazonian adventure. As explorers, expect to encounter many challenges. You will come face to face with deadly creatures and natural disaster. Has your team got the strength of character necessary to undertake such a gargantuan task?



Key vocabulary I will use in COJO's: respect, empathy, self-awareness, perseverance, excellence, communication, teamwork, capture, escape, freedom, activist

Theme: How is our country changing?

A study of the human and physical features of The British Isles and surrounding coastlines, including the impact of coastal erosion.

Background

The United Kingdom is made of four countries called England, Wales, Scotland and Ireland. It is an island surrounded by water, including the Atlantic Ocean, the North Sea, the English Channel and the Irish Sea.

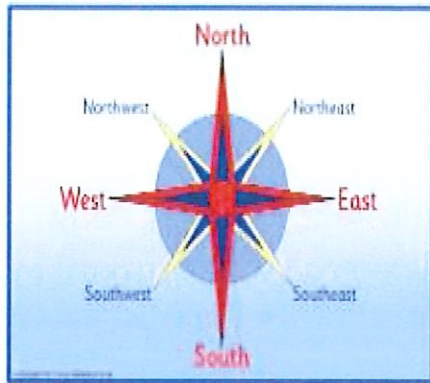
By the end of the unit

The children will:

- Use maps, atlases and 'Google Maps' to locate cities and seas around the United Kingdom
- Make links between the science study of 'Animals, including humans' and the study of marine animals.
- Investigate how UK marine animals are affected by overfishing and pollution
- Learn about climate change and the impact on the seas, including coastal erosion
- Compare the human and physical features of North Wales with Ellesmere Port
- Use the eight points of a compass

Key Vocabulary

atlas	An atlas is a collection of maps
climate	The weather conditions of a particular area over a period of time
coast	The part of the land adjoining or near the sea
coastline	The boundary of a coast, where land meets water, is called the coastline
coastal erosion	The process of eroding by wind, water or other natural agents
human geography	The part of geography dealing with humans and their communities, cultures and interactions with the environment
island	A body of land surrounded by water
overfishing	Taking the wildlife from the sea at rates too high for fished species to replace themselves
physical geography	The part of geography dealing with natural features such as climate, oceans and biomes



Key facts:

- There are four countries that make up the United Kingdom
- The seaside town Rhyl is in North Wales
- The capital cities in the UK are London, Cardiff, Edinburgh and Belfast
- Some of the other major non-capital cities of the

United Kingdom are Birmingham, Manchester, Liverpool, Glasgow and Leeds

Autumn Term 1 Year 3 & 4

How do Muslims worship?

Key Questions:

Who is Muhammad (pbuh) and how did this lead to the Qu'ran being created?

What are a Muslims 5 duties/ 5 Pillars of Islam?

How do Muslims worship?
Why do Muslims pray 5 times a day?

What are the key features of a Mosque and how do Muslims worship here?

We will:

Record 3 or more facts from the 'Night of Power'

Record the 5 pillars and explain their meanings

Write a set of instructions on how to prepare for prayer (wudu)

Create a mosque with key features and explain how these are used in worship and how they support key beliefs

Learning Check in :

I can say Muslims pray five times a day

I can explain why Muslims pray five times a day

I can explain that praying helps Muslims to help them live good lives

I can name the key features of a Mosque and explain how they are used

I can explain how and why Muslims prepare for prayer

Vocabulary we will use:

5 Pillars

Shahadah (faith)

Salat (prayer)

Zakat (alms/giving)

Sawm (fasting)

Hajj (pilgrimage)

Allah

Islam

Prayer

Commitment

Wudu

Muhammad (pbuh)