

WOODLANDS PRIMARY SCHOOL



Year 3 / 4

CYCLE B

Autumn 2 Curriculum

Ready · Respectful · Safe

Autumn Term 2

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 answer.

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.

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:

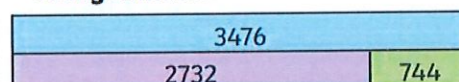
14 tens - 7 tens = 7 tens

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.

Using Inverse



$3476 - 744 = 2732$ can be checked using

$2732 + 744 = 3476$

This part whole shows the inverse

calculations using these three numbers.



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

Adding in a different order

$420 + 372 + 280 =$

Change to

$420 + 280 + 372 =$

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

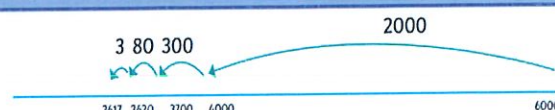
Add 5 hundreds = 5624

Subtract 2 tens = 5604

Add 5 ones = 5609

Efficient subtraction

Calculate $6000 - 3617 = 2383$



Autumn Term 2

Our small steps for this unit are...

1. What is area?
2. Counting squares
3. Make shapes
4. Compare areas

Vocabulary:

- Area
- Centimetres
- Metres
- Distance
- Count
- Squares
- Shape
- Rectilinear shapes
- Kilometres
- Millimetres
- Right angle

Y4 Measurement- Area

Key Knowledge

Area

Area is the amount of space inside a 2D shape.



Measuring area

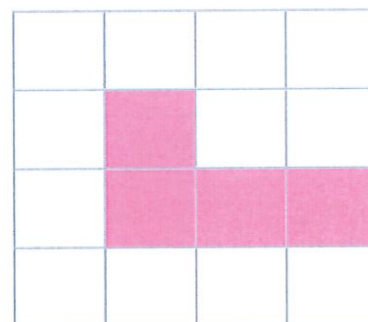
We can count **squares** to find the **area** of a **rectilinear** shape.



Area = 1 square



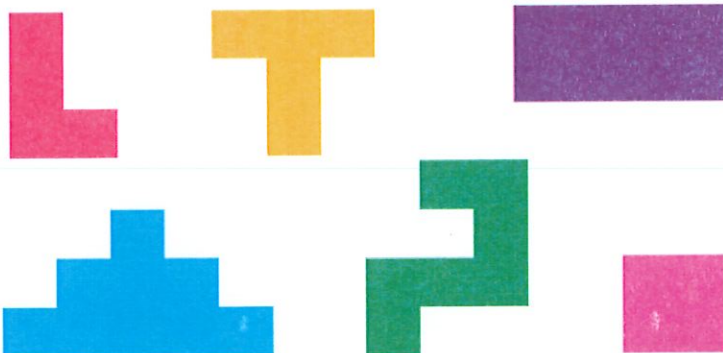
Area = 6 squares



Area = 4 squares

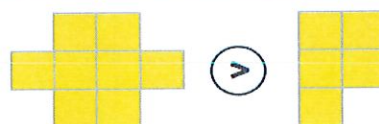
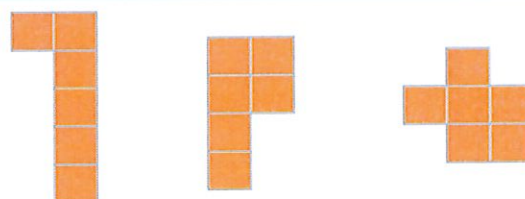
Rectilinear figures

A **rectilinear** figure is a 2D shape whose sides all meet at **right angles** (90°).



Comparing area

These rectilinear shapes all have an area of 6 squares.



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Autumn Term 2

Our small steps for this unit are...

1. Multiples of 3
2. Multiply and divide by 6
3. 6 times tables and division facts
4. Multiply and divide by 9
5. 9 times tables and division facts
6. The 3, 6 and 9 times tables
7. Multiply and divide by 7
8. 7 times tables and division facts
9. 11 times tables and division facts
10. 12 times tables and division facts
11. Multiply by 1 and 0
12. Divide a number by 1 and itself
13. Multiply 3 numbers

Vocabulary:

- Multiply
- Groups of
- Lots of
- Times
- Divide
- Share
- Multiple

Y4 Multiplication and Division



Key Knowledge

Multiplication and Division facts



x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Multiply a number by 1 and 0

$$0 \times 15 = 0$$

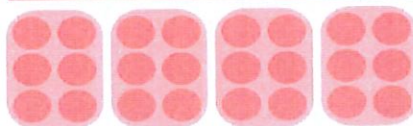
H	T	O
		

$$1 \times 15 = 15$$

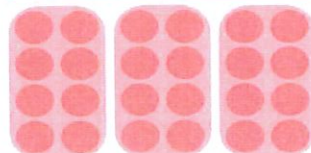
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Mental calculations

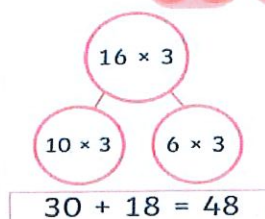
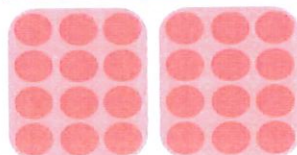
$$(2 \times 3) \times 4 = 24$$



$$(2 \times 4) \times 3 = 24$$



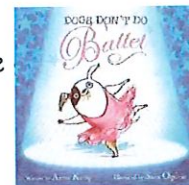
$$(3 \times 4) \times 2 = 24$$



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 - Classroom commands and towns and shops

French Y4 Stage 2 Autumn 2: Classroom Commands.



Language Detectives' Memory Bank of "Classroom Commands"

Verb Bank

All the words below are part of verbs:

Regardez - look

Ecoutez - listen

Répétez - repeat

Levez-vous - stand up

Asseyez-vous - sit down

Comptez avec moi - count with me

Chantez avec moi - sing with me

Trouvez moi - find me

Montrez moi - show me

Sound spelling

"ez"

"é"

"ous"

French Y4 Stage 2 Autumn 2: Town and shops.



Language Detectives' Memory Bank of "Town and Shops"

Noun Bank

Le café- the cafe

Le cinéma- the cinema

Le restaurant - the restaurant

Le supermarché- the supermarket

Le stade - the stadium

La boucherie- the butchers

La boulangerie- the bakers

La pâtisserie- the cake shop

La pharmacie- the chemist

L'école - the school

Sound spelling

"ie"

"ou"

"oi"

"est"

Grammar

When a noun begins with a vowel and it is being used with "le" or "la", then the vowel at the end of "le" or "la" is replaced with an apostrophe e.g. l' école

Facts

In English we have borrowed some French nouns for places in town e.g. café, cinema, restaurant..

Question and Answer Bank

Où est....?- Where is?

Voici - Here is

Knowledge Organiser – Glockenspiel Stage 1 – Year 3, Unit 2

1 – Musical Activities using glocks

Learn to play and read the notes C, D, E + F.

Learn to play these tunes:

- Easy E
- Strictly D
- Play Your Music
- Drive
- Dee Cee's Blues
- What's Up
- D-E-F-inately
- Roundabout
- March of the Golden Guards
- Portsmouth

Improvise with Dee Cee's Blues using the notes C + D.

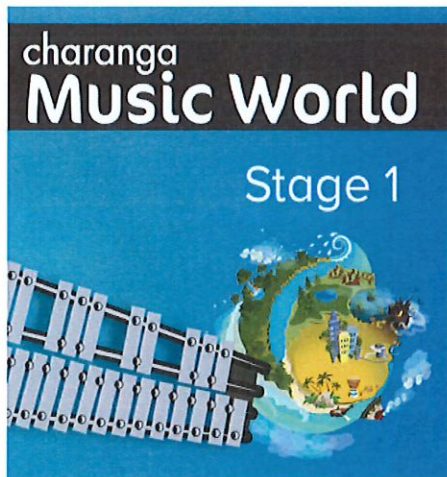
Compose using the notes C, D, E + F.

2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music 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: Exploring and developing playing skills using the glockenspiel.

Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, 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?*

Y4 D.T, Art, COJOs and Computing

Art

This half term in art, I will use inspiration from the artist Edvard Munch to create a piece of art that conveys strong emotion inspired by 'The Scream'.

Throughout this half term, I will learn how to mix tertiary colours effectively, understand how colours can be chosen to convey mood in a painting and experiment with brushes and nonstandard painting instruments.



DT

In groups, I will make a stable, waterproof, windproof shelter outside through researching and learning about Henry Hopkins Sibley who invented the Sibley tent. I will use the design, make and review process when completing my work.

Key vocabulary we will use:

Painting- colour, line, tone, mood, emotion, cold/warm colours, tertiary, secondary, primary

Computing - Animations

This term, I will use a range of techniques to create a stop-frame animation using iPads. Next, I will apply those skills to create a story-based animation. Finally, I will add other types of media to their animation, such as music and text.



- 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:

Animation, character, consistency, evaluation, delete, events, flip book, frame, image, import, media, onion skinning, photograph, sequence, setting, stop-frame, transition

Y4 P.E and COJO's

P.E

Gymnastics

In our indoor P.E. sessions this half term, I will explore movements and balances creating bridges. I will create bridge balances on apparatus, looking at how I can begin to move out of them, forming a sequence. I will also be able to move over and under others using pair and individual bridges.



Hockey

In our outdoor P.E sessions, I will build on my understanding of passing, receiving, dribbling and controlling the ball. I will apply my prior learning from Y3 of how to keep possession of the ball to beat an opponent. I will combine passing and dribbling to create shooting opportunities and also develop passing and dribbling creating space for attacking opportunities. I will also understand the difference between, intercepting, blocking and tackling and when, where and why these are used in a game.

Key vocabulary I will use in P.E:

Gymnastics - movements, balance, bridges, symmetrical, levels, pair, individual, sequence

Hockey -

COJO's

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

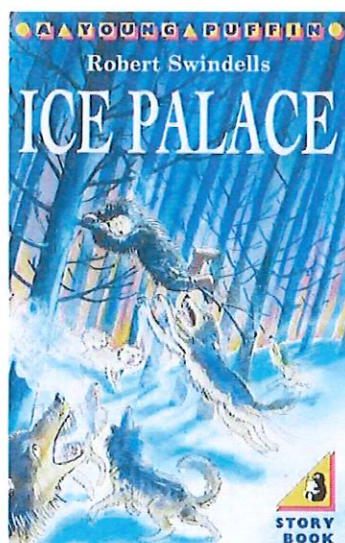


**COMMANDO
JOE'S**

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.



Your Mastery Targets for this term are to...

- ask questions to improve understanding
- draw inferences and justify with evidence
- discuss words and phrases that capture the reader's interest and imagination

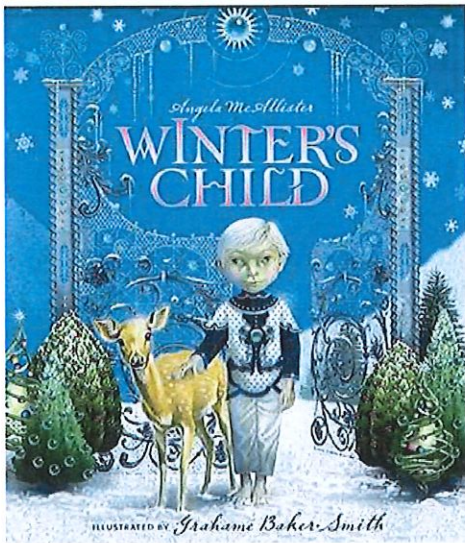
Blurb

No one sees Starjik and his hungry wolves when they come in the dead of night, but always a child is missing in the morning. Who can rid the land of this curse and melt the fear in people's hearts? Only Ivan, who loves his little brother enough to follow him through the many dangers to Starjik's cavern.

Vocabulary we will use this term...

- snowdrift
- sled
- powdery
- plunged
- slavering
- milled
- roused
- midst

- lunged



Your Mastery Targets for this term are...

- To use conjunctions and adverbs to express time, place and cause
- To use a or an according to whether the next word begins with a vowel or consonant
- In narratives, to create characters, settings and plot
- To use inverted commas to punctuate direct speech

Feature Keys:

- To use small details to describe characters
- Establish the setting in the first line
- Include a setting to create atmosphere
- Use imagery for description
- Use 1st or 3rd person consistently
- To use tenses appropriately
- Sequence story and use
- Paragraphs

Vocabulary we will use this term...

Year 3/4 Words

answer February
 arrive grammar
 believe imagine
 build notice
 continue peculiar
 different possible

Year 1/2 Words

child
 children
 beautiful
 friend
 behind
 people

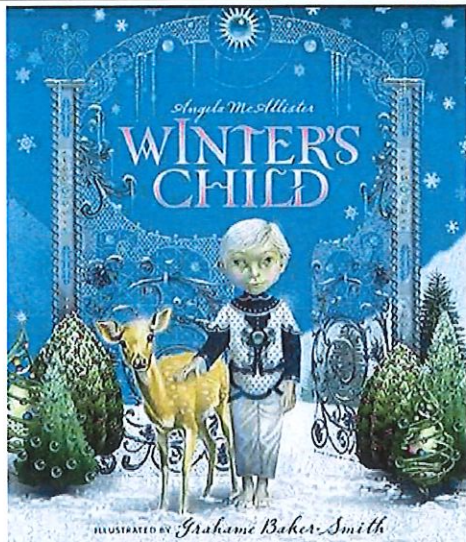
Topic Words

belonging
 compassion
 charity
 bothered
 discrimination
 homelessness

favourite remember

house

caring



Your Mastery Targets for this term are...

- To use conjunctions and adverbs to express time, place and cause
- To use noun phrases and prepositions to add detail
- In narratives, create characters, settings and plot
- To use capital letters and full stops correctly and other forms of punctuation, including question marks and commas in a list

Feature Keys

- To use small details to describe characters
- Establish the setting in the first line
- Include a setting to create atmosphere
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Vocabulary we will use this term...

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Topic Words

belonging
 compassion
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 bothered
 discrimination
 homelessness
 caring

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Autumn Term 2 Year 3 & 4

What is the most significant part of the Nativity story for Christians today?



Key Questions:

How do different Bibles tell the story of the Nativity?

How do different Bibles tell the story of the Nativity?

What is a Christingle and how does it help us develop our understanding of the Incarnation?

Why is the incarnation an important concept in Christianity?

How can we think more deeply about incarnation using Christmas Carols?

How do Christians worship at Christmas? which words from the Bible about incarnation may be read in church at this time?

We will:

Create a journey depicting the Nativity story

Write a diary entry based on a character from the Nativity

Create a stained-glass window depicting the Nativity

Create a Christingle

Create baubles that explain the meaning of Bible verses for Christians

Listen to Carols

Create a tree decoration depicting a line from a Carol

Learning Check in:

I can retell the Christmas story and explain what it means to Christians and what how it is viewed as Good News

I can explain what the term "Incarnation" means and how this is an important concept for Christianity.

I can explain the significance of the Incarnation and refer to Biblical text.

Vocabulary we will use:

Symbols, Symbolism, Advent, Christmas, Nativity Christingle, Incarnation

Light



During this topic we will learn how:

- Light from the sun can be dangerous and that there are ways to protect ourselves from the sun's harmful rays
- Shadows are formed when the light from a light source is blocked by an object
- Darkness is the absence of light and learn whether or not we need light to see

Some new (and familiar) vocabulary we will use:

light,
light source,
dark,
darkness,
reflect,
reflective,
shadow,
direction,
transparent,
opaque,
translucent

We will:

- Identify light sources and objects that reflect light
- Draw diagrams showing how light allows us to see objects
- Investigate which fabrics reflect light the best and which fabrics absorb light
- Investigate how we can make shadows bigger or smaller and how they are formed
- Sort materials depending on whether they are opaque, translucent or transparent