



THEMATIC OVERVIEW

Year Group(s): Year 3/4

Term and Duration: Spring 1 2025

Theme: Dragons!

Hook In: Dragon designs

Celebration: Year 3/4 Production

English Objectives

Writing

All focus writing tasks will link to our creative writing topic on 'Dragons'. The children will write an adventure story narrative, with opportunity to develop their planning, editing and redrafting skills through this unit of work.

Grammar

- Apostrophes for contraction
- Direct speech
- Main and subordinate clauses
- Fronted adverbials
- Nouns and pronouns for cohesion

Reading

As well as reading a class book, we are using many other books and extracts from a variety of genres during Whole Class reading in order that the children are exposed to lots of new authors and text types to improve their reading skills. The children will be taught to:

- Understand the meaning of new vocabulary in texts
- Predict what might happen from details stated and implied
- Draw inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Check that the book makes sense to them, discussing understanding and exploring the meaning of words in context.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Spelling:

- Suffixes -less, -ness, -ful, -fully
- Prefixes sub- and tele-
- Apostrophes for contraction
- Year 3/4 word list
- 'ch', 's', 'ss'

Mathematics Objectives

Year 3

Mental Maths

- Multiples of 50 and 100
- 4 times table
- 8 times table
- Convert mm to cm and cm to mm
- Convert cm to m and m to cm
- Times table assessment

Year 4

Mental Maths

- 3, 6 and 9 times table
- 4 and 7 times table
- Inverse operations with times tables
- Times table scaling - with 10 and 100 times bigger
- Times table assessment

Year 3

Multiplication and Division

- To use a written method to multiply 2-digits by 1 digit
- To use a written method to divide 2-digits by 1 digit
- To solve problems related to scaling
- To solve multiplication and division problems using a variety of strategies

Length, Perimeter and Area

- To measure and compare different lengths
- To add and subtract different lengths
- To measure and calculate perimeter

Year 4

Multiplication and Division

- To use a written method to multiply 2-digits by 1 digit
- To use a written method to multiply 3-digits by 1 digit
- To use a written method to divide 2-digits by 1 digit
- To use a written method to divide 3-digits by 1 digit
- To solve correspondence problems

Length, Perimeter and Area

- To convert between m and km
- To find the perimeter of a rectangle and rectilinear shapes
- To find and compare the area of shapes, counting squares and calculating

Science Objectives

Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

Computing Objectives

Code Studio

To understand that we can decompose a problem into smaller steps to make it simpler, using logic to predict what will happen in an algorithm.

To write programmes to achieve specific goals, using a systematic approach to finding errors in code (debugging).

Begin to use X Y coordinates and degrees to identify a position within an algorithm.

Can use 'if' 'else' statements, and 'ask' 'answer' to introduce sensing within code.

To use specific number and percentages within code.

To use a range of loop functions appropriately.

RE Objectives

Why do people pray?

To describe the practice of prayer in the religions studied.

To make connections between what people believe about prayer and what they do when they pray.

To describe ways in which prayer can comfort and challenge believers.

To describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.

PE Objectives

Net and Wall

use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Gymnastics

To identify similarities and differences in sequences.

History Objectives

Bronze Age and Iron Age

I know about many of the differences between the stone, bronze and iron ages.

Select and record information relevant to the period studied.

Place the period studied on a timeline.

Begin to use dates and terms related to the study unit.

<p>Art Objectives</p> <p>Begin to experiment with creating shades, tones and tints with primary colours.</p> <p>Use a developed colour vocabulary to describe their work and that of others.</p> <p>Experiment with tools and techniques including layering, mixed media, scraping through etc...</p> <p>Work confidently on a range of sizes e.g. thin brush on small pictures.</p>	<p>To develop body management over a range of floor exercises (jumps and leaps, shapes and balances).</p> <p>To show increasing flexibility, becoming increasingly competent and confident to perform skills more consistently.</p> <p>To be able to perform in time with a partner and group.</p> <p>To use compositional ideas in sequences (changes in height, speed and direction).</p> <p>To define muscles groups needed to support the core of their body.</p> <p>To refine taking weight on small and large body parts, for example, hand and shoulder.</p>
<p>Music Objectives</p> <p><u>Composing using your imagination</u></p> <p>Sing a widening range of unison songs.</p> <p>Perform forte and piano.</p> <p>Share thoughts and feelings about the music.</p> <p>Talk about what the song or piece of music means.</p> <p>Identify some instruments which can be heard.</p> <p>Talk about the style of the music.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p>	<p>French Objectives</p> <p>Y3 - Food Glorious Food!</p> <ul style="list-style-type: none"> • To follow a story and join in/predict the repeated parts • To say what foods from a set they like/dislike • To describe the colour or size of an object, modifying a colour adjective • To make a range of simple statements by • substituting vocabulary • To respond appropriately to a polite request. <p>Y4 - Going Shopping</p> <ul style="list-style-type: none"> • To listen and respond to topic vocabulary, answering questions • To take part in role play as a shopper/ shopkeeper, speaking in French, including greeting and responding • To change adjectives to feminine when needed. • To use the appropriate form for 'at' (au or à la). • To choose the correct form when changing le to du; la to de la and les to des. • To use adjectives (colours) and place them after the noun.
<p>PSHE Objectives</p> <p><u>Dreams and Goals</u></p> <p>Y3</p> <ul style="list-style-type: none"> • I can explain the different ways that help me learn and what I need to do to improve. • I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. <p>Y4</p> <ul style="list-style-type: none"> • I can plan and set new goals even after a disappointment. • I can explain what it means to be resilient and to have a positive attitude. 	<p>Enrichment Activities</p> <ul style="list-style-type: none"> • Year 3/4 Production