



THEMATIC OVERVIEW

Year Group(s): Year 3/4

Term and Duration: Autumn 1 2024

Theme: The Stone Age

Hook In: Stone Age Art

Celebration:

English Objectives

Writing

All focus writing tasks will link to our topic 'The Stone Age', and the book 'Stone Age Boy'. The children will write a narrative, with opportunity to develop their planning, editing and redrafting skills through this unit of work.

Grammar

- Powerful verbs and adverbs
- Fronted adverbials
- Conjunctions for compound and complex sentences (coordinating and subordinating)

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:

- Revision of suffixes -s, -es, -er, -ed, -ing
- Prefixes un- and dis-
- Words from Year 3/4 list
- Words with 'ay' sound spelt ei, eigh, aigh or ey
- Homophones

Mathematics Objectives

Year 3

Mental Maths

- Recognise place value in a 3-digit number
e.g. $621 = 20$
- 3x table facts up to 12x including division facts
- 10 more or ten less than a given whole number up to 250
- 100 more or less than a given whole number up to 1000
- Count on in 4s from 0 to 48.
- Adding 9 to a two-digit number

Year 4

Mental Maths

- Recognise place value in a 4-digit number e.g. 6521
- 6x table facts up to 12x including division facts
- 10 more or ten less than a given whole number up to 4 digits
- 100 more or less than a given whole number up to 10,000
- Count up in 6s from 0-72.
- Adding 9 to a 3-digit number

Year 3

Place Value

- Numbers to 1000 (representing, partitioning, estimating and problem solving)
- Compare and order numbers to 1000
- Count in 50s

Addition and Subtraction

- Application of number bonds to 10
- Adding two numbers, across 10s and 100s

Year 4

Place Value

- Numbers to 10,000 (representing, partitioning, estimating and problem solving)
- Compare and order numbers to 10,000
- Roman numerals
- Round to the nearest 10, 1000, 1000

Addition and Subtraction

- Add and subtract 1s, 10s, 100s and 1000s
- Written column addition up to 4-digit numbers
- Written column subtraction up to 4-digit numbers

Science Objectives

Rocks & Soils

- Compare and group together different kinds of rocks on the basis of their appearance.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter

Computing Objectives	RE Objectives	History Objectives
<u>Word Processing</u> Y3 <ul style="list-style-type: none">• Retrieves saved work independently• Enhances content by inserting videos, images and sound independently• Edits the layout in software to impact on how information is structured• Collaborates with peers using online tools Y4 <ul style="list-style-type: none">• Understands how to store files effectively• Can edit the design of inserted items within software	<u>What do Christians learn from the Creation story?</u> <ul style="list-style-type: none">• Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.• Make clear links between Genesis 1 and what Christians believe about God and Creation.• Describe what Christians do because they believe God is Creator.• Ask questions and suggest answers about what might be important in the creation story for Christians living today and for people who are not Christians.	<u>The Stone Age</u> <p>I know about how stone age people hunted for their food and what they ate.</p> <p>I know what people learnt from stone aged paintings.</p> <p>I am able to describe what a typical day would have been like for a stone age man, woman or child.</p> <p>I know about many of the differences between the stone, bronze and iron ages.</p>
Art Objectives	PE Objectives	

<p>Research to explore pattern and shape, creating designs for printing and layering patterns. Carry out different printing techniques, selecting colours. Talk about the process used to create a simple print.</p>	<p><u>Netball</u> Play using basic netball and hockey rules, using attacking and defending zones, marking, shooting and a variety of ball passes. Create opportunities as a team to score, building an attack. Show support, encouragement and good sportsmanship. Show speed and endurance in a game situation.</p>
<p>Music Objectives</p> <p>Sing a range of unison range with an octave range accurately, sharing thoughts and feelings about the music. Recognise the style of music which is being listened to, as well as some distinguishable musical features. Play and perform melodies following staff notation using a small range.</p>	<p>French Objectives</p> <p>Y3</p> <ul style="list-style-type: none"> • To say hello and goodbye and introduce themselves, using different greetings for different situations • To say if they are feeling good/bad/so-so • To count to 10 • To say how old they are • To ask and answer simple questions for each topic area. <p>Y4</p> <ul style="list-style-type: none"> • To locate and name some of France's key cities, identify and say typical amenities to be found in French towns and say in French what amenities or features are found in their own town • To say and order multiples of ten; • To ask and give a simple address in French • To vary sentences about asking and giving simple addresses • To use multiples of ten and number operations to do simple calculations • To use a bilingual dictionary with increasing confidence to translate French-English and vice versa.
<p>PSHE Objectives</p> <p><u>Being Me</u></p> <p>Y3</p> <ul style="list-style-type: none"> • I can explain how my behaviour can affect how others feel and behave. • I can explain why it is important to have rules and how that helps me and others in my class learn. • I can explain why it is important to feel valued. <p>Y4</p> <ul style="list-style-type: none"> • I can explain why being listened to and listening to others is important in my school community. • I can explain why being democratic is important and can help me and others feel valued. 	<p>Enrichment Activities</p> <ul style="list-style-type: none"> • Stone Age Art