



## THEMATIC OVERVIEW

Year Group(s): Year 3/4

Term and Duration: Autumn 2 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

- Word Families based on common words
- Prepositions
- Subordinating conjunctions
- 'a' or 'an'

#### 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:

- prefixes mis- and re-
- Year 3/4 word list
- Homophones
- Personal Spelling Lists
- /I/ sound spelt 'y'
- -que and -que

### Mathematics Objectives

#### Year 3

##### Mental Maths

- Subtracting 9 from a two- digit number (subtract 10 and add 1)
- Multiplying whole 1- and 2-digit numbers by 10
- Multiplying whole 1- and 2-digit numbers by 100
- Practise being given a three-digit number orally and the children write it down in figures (up to 500)
- Doubling and halving whole numbers to 50
- Units of time - days in a week, months in a year, minutes in an hour, hours in a day, order of months, number of days in a month,
- Units of measure eg cm in a m, m in a km, ml in l,

#### Year 4

##### Mental Maths

- Subtracting 9 from a two- digit number (subtract 10 and add 1)
- Multiplying whole 2- and 3-digit numbers by 10
- Multiplying whole 2- and 3-digit numbers by 100
- Practise being given a three-digit number orally and the children write it down in figures (up to 2000) e.g. "Write down one hundred and twenty-six in figures = 126
- Doubling and halving whole numbers to 100
- As year 3 but also minutes in x number of hours, minutes in half an hour,  $\frac{1}{4}$  of an hour,  $\frac{3}{4}$  of an hour, days in a fortnight.
- Units of measure eg cm in a m, m in a km, ml in l,  $\frac{1}{2}$  a metre,  $\frac{1}{2}$  a litre,  $\frac{1}{2}$  a kg,  $\frac{1}{4}$  of each unit, mm in cm etc and applying calculating mm in 5 cm etc...

### Year 3

#### Addition and Subtraction

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

### Year 4

#### 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**

#### Forces, Friction and Magnets

- Compare how things move on different surfaces.
- Notice how some forces need contact between two objects but that magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other depending on which poles are facing.

### **Computing Objectives**

#### Data & Spreadsheets

Y3

- Input data into and interpret data from a spreadsheet (difference between data and information)
- Creates spreadsheets, graphs and charts to understand data

Y4

- Can edit the design of inserted items within software (add lines to tables, merge or edit inserted pictures)
- Can utilise sorting and filtering functions in a database/spreadsheet to retrieve information - understand the benefits of a computer database
- Can use online software to create quizzes/forms learning to real time data

### **RE Objectives**

#### What is it like for someone to follow God?

- Make clear links between the story of Noah and the idea of covenant.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world.

### **Geography Objectives**

#### Locations in the UK

- I know about and can name and locate some of the main islands that surround the UK and some of the main cities of the UK.
- I understand the geographical similarities and differences of a region of the UK compared to another region.
- I know how to plan a journey from my town/city to another place in England.
- I know how to find at least 6 cities in the UK on a map.

<p><b>DT Objectives</b></p> <p>To choose textiles considering appearance and functionality. Investigate a range of 3-D textile products, ingredients and lever and linkage products relevant to their project. Develop and use knowledge of how to construct strong and stiff structures.</p>	<p><b>PE Objectives</b></p> <p><u>Dance</u> Create a routine from music that inspires us. Work in small and whole class group to create a series of dance moves that come together as a whole routine.</p> <p><u>Gymnastics</u> Learn to balance, jump, roll as part of a paired routine. Children can combine various gymnastic skills to bring together a routine in a pair.</p>
<p><b>Music Objectives</b></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><b>French Objectives</b></p> <p>Y3</p> <ul style="list-style-type: none"> <li>To give and respond to simple classroom instructions appropriately</li> <li>To name parts of the body from a song</li> <li>To identify colours</li> <li>To name items of clothing;ask and answer questions using the topic vocabulary</li> <li>To read and write simple words</li> <li>To say that un/une relate to masculine &amp; feminine nouns;</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>To name some types of transport</li> <li>To use Je... and Tu... correctly in a simple sentence</li> <li>To respond to simple instructions for direction and movement</li> <li>To follow simple directions to find a place on a map.</li> <li>To use the correct article to precede a noun according to gender</li> <li>To use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun</li> <li>To give and respond to simple movement/direction instructions</li> <li>To give simple directions by substituting vocabulary as necessary</li> <li>To follow simple directions to find a place on a map.</li> </ul>
<p><b>PSHE Objectives</b></p> <p><u>Celebrating Difference</u></p> <p>Y3</p> <ul style="list-style-type: none"> <li>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</li> <li>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>I can tell you a time when my first impression of someone changed as I got to know them.</li> <li>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</li> <li>I can explain why it is good to accept myself and others for who we are.</li> </ul>	<p><b>Enrichment Activities</b></p> <ul style="list-style-type: none"> <li>Stone Age Art</li> </ul>