

Maths Year 3 / Year 4

Read and write numbers up to 1000 in numerals and in words.

Identify, represent and estimate numbers using different representations.

Find 10 or 100 more or less than a given number.

Find 1000 more or less than a given number.

Recognise the place value of each digit in a 3-digit number.

Recognise the place value of each digit in a 4-digit number.

Order and compare numbers to 1000.

Order and compare numbers beyond 1000.

Count from 0 in multiples of 50 and 100

Count in multiples of 6, 7, 9, 25 and 100

Solve number problems and practical problems involving these ideas.

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Count backwards through zero to include negative numbers.

Round any number to the nearest 10, 100 or 1000

Round decimals with one decimal place to the nearest whole number.

Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Estimate the answer to a calculation and use inverse operations to check answers.

Topic

The Mayans

Meeting the Maya – Children will look at Maya civilisation and explain who the Maya people were, where and when in the world they lived.

Religion and Gods – I can explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods.

Maya Number System – I can understand how the Maya number system works.

Exploration and Discovery – I can identify and use a wide range of evidence and sources to help me understand more about the Maya civilisation.



Autumn 2020

The Mayans



English

Writing outcome for the Autumn term Y3/Y4:

Writing outcome: To write a narrative based on the story of 'Gorilla'.

Greater depth writing outcome: To write the narrative from dad's viewpoint and include some speech.

Year 3 Mastery key features within writing

• 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

Year 4 Mastery key features within writing:

Expand noun phrases • Use fronted adverbials • Organise paragraphs around a theme • Use commas after fronted adverbials.

Children will be using all of these key features to work towards writing a recount related to our book for the half term. This book is 'Gorilla' by Anthony Browne.

RE

Creation

Signs, symbols and Festivals. The importance of Pentecost.

Christian symbols and festivals of light. What are Festivals of light?



Science

Forces and Magnets



This 'Forces and Magnets' unit will look closely at forces, friction and magnetic attraction. Children will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls. The children will work scientifically and collaboratively to investigate friction, by exploring the movement of a toy car over different surfaces. Children will have chance to explore the way magnetic poles can attract and repel in an exciting activity, making their own compass and using it to find hidden items.

Physical education

Subject Curriculum Unit:

PE- Unit 1 Ball skills: Passing and Receiving

- Improve ability to select and apply tactics
- Work Co-operatively in small groups
- Recognize how small game activity can be improved

Music

Style: R&B, Western Classical, Musicals, Motown, Soul

Listening, singing, playing instruments, improvisation, performing, to be able to talk about the features of a song - texture, dynamics, tempo, rhythm, pitch, identify the main sections of a song.

Computing

Children will understand digital devices, with an initial focus on inputs, processes, and outputs. They also compare digital and non-digital devices. Following this, learners are introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. The unit concludes with learners discovering the benefits of connecting devices in a network.

