

High Ham Primary School Autumn Term Curriculum Plan: Maple Class (Year 3/4) 2024/25

Year 3/4	Autumn 1	Key Focus/Outcomes	Autumn 2	Key Focus/Outcomes
English	<p>Place Value of Punctuation & Grammar</p> <p>The Wild Robot Peter Brown</p>	<ul style="list-style-type: none"> Revising basic elements of punctuation and grammar Looking at sentence structure Increase the legibility, consistency and quality of their handwriting for example, Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Shackleton's Journey William Grill</p> <p>Whole School Writing Project Letters from Father Christmas</p>	<ul style="list-style-type: none"> In narratives, creating settings, characters and plot. Assessing the effectiveness of their own and others' writing and suggesting improvements. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (eg, a rock, an open box).
Maths	<p>Place Value</p> <p>Addition and Subtraction</p>	<p>Year 3</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas. <p>Year 4</p> <ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000 	<p>Addition and Subtraction</p> <p>Multiplication and Division</p>	<p>Year 3</p> <ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> 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 estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

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- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- 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 with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

- Pupils should be taught to:
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Year 4

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations

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				<ul style="list-style-type: none"> multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Science	<p>Year 3 Animals, including Humans</p> <p>Year 4 Animals, including Humans</p>	<p>Year 3</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Year 4</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>Year 3 Forces</p> <p>Year 4 Electricity</p>	<p>Year 3</p> <ul style="list-style-type: none"> Pupils should be taught to: compare how things move on different surfaces notice that some forces need contact between two objects observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials describe magnets as having two poles <p>Year 4</p> <ul style="list-style-type: none"> Pupils should be taught to: identify common appliances that run on electricity construct a simple series electrical circuit identify whether or not a lamp will light in a simple series circuit recognise that a switch opens and closes a circuit recognise some common conductors and insulators
Geography		<ul style="list-style-type: none"> Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. 		

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	<p>Where does our energy come from?</p>	<ul style="list-style-type: none"> • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map. 		
<p style="text-align: center;">History</p>	<p>What did the Greeks ever do for us?</p>	<ul style="list-style-type: none"> • Describe the features of ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta. • Understand the different types of democracy. • Explain how Athenian democracy worked. • Explain what philosophy is. • Identify the achievements of the ancient Greek philosophers. • Identify the ancient Greeks' legacies and their impact. 		
<p style="text-align: center;">Music</p>	<p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p>	<ul style="list-style-type: none"> • Sing in tune and in harmony with others, with developing breath control. • Explain how a piece of music makes them feel with some use of musical terminology. • Perform a vocal ostinato in time. • Listen to other members of their group as they perform. • Create an ostinato and represent it on paper so that they can remember it. • Create and perform a piece with a variety of ostinatos. 	<p>Rock and Roll</p>	<ul style="list-style-type: none"> • Sing in tune and in harmony with others, with developing breath control. • Explain how a piece of music makes them feel with some use of musical terminology. • Perform a vocal ostinato in time. • Listen to other members of their group as they perform. • Create an ostinato and represent it on paper so that they can remember it. • Create and perform a piece with a variety of ostinatos. •

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DT	Food: eating seasonally	<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		
MFL (French)	Greetings Numbers to 10	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	Adjectives of colour, size and shape	<ul style="list-style-type: none"> Listen carefully to build correct sequences of three to four blocks. Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. Recognise cognates. Use please and thank you. Listen carefully to instructions. Describe some of the shapes in their work using language of colour, size or shape. Listen and then select the correct decoration according to its colour. Use software to produce artwork in the style of Matisse.
Art			Drawing: Power prints	<ul style="list-style-type: none"> Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. Demonstrate an awareness of the relative size of the objects they draw. Use scissors with care and purpose to cut out images. Try out multiple arrangements of cut images to decide on their composition. Use different tools to create marks and patterns when scratching into a painted surface.

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				<ul style="list-style-type: none"> Show some awareness of how to create contrast by including areas with more and less marks. Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. Work co-operatively to create a joint artwork, experimenting with their methods.
PE	Netball	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, and apply basic principles suitable for attacking and defending 	Hockey	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, and apply basic principles suitable for attacking and defending
RE	<p>What do the stories of the Gospel teach Christians?</p> <p>What do Humanists believe?</p>	<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God Show how Christians put their beliefs into practice in worship. Truth, right and wrong 	What do Muslim people believe about Islam and Iman?	<ul style="list-style-type: none"> Who is a Muslim and how do they live?
PSHE & RSHE	Family and Relationships	<ul style="list-style-type: none"> Understand that families are all different. Know that families offer each other support but sometimes they can experience problems. Understand that problems occur in friendships and that violence is never right. Understand what bullying is and what to do if it happens. Describe what a good listener is and know how to show that they are listening. 	Family and Relationships	<ul style="list-style-type: none"> Say who they trust and why. Understand that people can have similarities and differences and explain how differences can be a positive thing. Understand how toys can reinforce gender stereotypes. Understand that stereotypes arise from a range of factors, including some of those associated with age.
	No Outsiders	<ul style="list-style-type: none"> Finding common ground – Aalfred and AAlbert by Morag Hood 	No Outsiders	<ul style="list-style-type: none"> To be proud of who I am - Red: A Crayon's Story by Michael Hall

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Computing	Computing Systems and networks The internet	<ul style="list-style-type: none"> • How does a digital device work? • What parts make up a digital device? • How do digital devices help us? • How are our computers connected? • What does our school network look like? 	Creating Media Audio production	<ul style="list-style-type: none"> • Recording sound • Editing audio • Planning and creating a podcast • Combining audio • Evaluating podcasts
	Online Safety	<ul style="list-style-type: none"> • I am kind and responsible 	Online Safety	<ul style="list-style-type: none"> • I am kind and responsible