

Class Name: Zebras	Curriculum Overview	Autumn 2
<p><b><u>Geography/History</u></b></p> <p><b>World War 1</b></p> <ul style="list-style-type: none"> <li>To learn basic facts about the war - why and when did it begin, which countries were involved, how long it lasted and when it ended.</li> <li>To understand and reflect on how life would have been for soldiers fighting in the war as well as the people left behind including women who had to work and evacuees.</li> <li>To learn about how different countries choose to remember those who lost their lives during the war including our remembrance services.</li> <li>To know about the Christmas truce on the front line where soldiers chose to play football rather than fight on Christmas Day.</li> </ul>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>I can name different types of rocks</li> <li>Looking at a range of natural and man made rocks</li> <li>Compare appearances of rocks</li> <li>I can identify features in a rock</li> <li>How are fossils formed</li> <li>Describe the soil formation process</li> <li>I can use scientific language to make observations</li> </ul>	<p><b><u>Maths</u></b></p> <p><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>Estimating numbers on a number line</li> <li>Hundreds, tens and ones</li> <li>Compare numbers to 1000</li> <li>Add 3 digit numbers</li> <li>Subtract 3 digit numbers</li> <li>Estimate answers</li> <li>Multiplication (2,5,8 and 10)</li> <li>Division</li> </ul> <p><b><u>Year 4</u></b></p> <p>Working with number lines</p> <ul style="list-style-type: none"> <li>Rounding numbers</li> <li>Partitioning numbers</li> <li>Estimating</li> <li>Adding 4 digit numbers</li> <li>Subtracting 4 digit numbers</li> <li>Area</li> <li>Making shapes</li> <li>Multiplication (All times tables up to 10)</li> <li>Division</li> </ul>
<p><b><u>PE - Circuit Training</u></b></p> <ul style="list-style-type: none"> <li>Travel in a range of ways</li> <li>Develop flexibility, strength,</li> </ul>	<p><b><u>Art / DT</u></b></p> <p>Levers and Pivots</p> <ul style="list-style-type: none"> <li>To practise a number of</li> </ul>	<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>Year 3</li> </ul> <p>Focus Book 'A Star in a Jar'</p>



<p>control and balance when travelling in different ways</p> <ul style="list-style-type: none"> <li>• To use a range of ball control skills</li> <li>• To use a range of movement skills in circuit activities</li> </ul>	<p>different mechanisms including simple pop-ups, levers and pivots using split pins.</p> <ul style="list-style-type: none"> <li>• To design and create their own card using knowledge of effective mechanisms.</li> <li>• To evaluate creations in relation to their intended purpose.</li> <li>• To become part of a production line for creating Christmas cards and therefore to understand how efficient splitting up production into smaller tasks can be.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4</li> </ul> <p>Focus Book 'Iron Man'</p> <p>Both year groups will be using a narrative map to help them explore plot points in their narrative writing. They will be focusing on summarising key moments in their narrative writing.</p> <p><b><u>All Children</u></b></p> <p><b>The children will engage in reading and writing through -</b></p> <ul style="list-style-type: none"> <li>• Core Books</li> <li>• Writing for a purpose through topic work.</li> <li>• Spelling - common exception words and spellings following the year 3/ 4 patterns</li> <li>• Daily reading focus - Read Write Inc/Individual reading time/guided reading.</li> <li>• Daily handwriting/letter formation</li> </ul>
<p><b><u>Computing</u></b></p> <p><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>• How do digital devices work</li> <li>• What parts make up a digital device</li> <li>• How do digital devices help us</li> <li>• How am i connected</li> <li>• How are computers connected</li> <li>• What does our school network look like?</li> </ul> <p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>• Connecting networks</li> <li>• What is the internet made of?</li> <li>• Sharing information?</li> </ul>		<p><b><u>Music</u></b></p> <p><b><u>Year 3</u></b></p> <p>Year 3 will be having lessons playing the ukulele.</p> <p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>• Understanding pulse and rhythm</li> <li>• Basic Notation</li> <li>• Reading simple rhythms</li> <li>• Developing rhythm reading</li> <li>• Composing rhythms</li> <li>• Performing rhythms</li> </ul>

- What is a website?
- Who owns the web?
- Can you believe what you read?

### PSHE

- What can families look like?
- Setting rules
- Positive mental health- what can we do?.
- Circle Time - New Beginnings

### RE

To Know how festivals and family life matter to Jewish people.

Make clear links of evidence through text books

Be able to compare similarities of festivals children celebrate themselves

### Teacher's Notes

**Homework** - Reading, spelling, maths activities