



Class Name: Zebras	Curriculum Overview	Autumn 1
<p><b>English</b> To practice composing sentences with added detail and description, checking to make sure they are always punctuated correctly. To sequence sentences and events with a focus on flow and overall effect. To use phonic knowledge to write new words plausibly. <b>All 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>Year 3 Focus Book 'A Star in a Jar' Year 4 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>Maths</b> <b>Year 3</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>Year 4</b></p> <ul style="list-style-type: none"> <li>• Working with number lines</li> <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>Science- Rocks and Soils</b></p> <ul style="list-style-type: none"> <li>• Name different types of rocks</li> <li>• Look at a range of natural and man made rocks</li> <li>• Compare appearances of rocks</li> <li>• Identify features in a rock</li> <li>• Explain how are fossils formed</li> <li>• Describe the soil formation process</li> <li>• Use scientific language to make observations</li> </ul> <p><b>Computing</b> <b>Year 3</b></p> <ul style="list-style-type: none"> <li>• E-Safety - How to stay safe online.</li> <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>Year 4</b></p> <ul style="list-style-type: none"> <li>• E-Safety - How to stay safe online.</li> <li>• Connecting networks</li> <li>• What is the internet made of?</li> <li>• Sharing information?</li> <li>• What is a website?</li> <li>• Who owns the web?</li> <li>• Can you believe what you read?</li> </ul>
<p><b>Geography - Map Skills</b></p> <ul style="list-style-type: none"> <li>• Name and locate countries and cities of the United Kingdom and geographical regions.</li> <li>• Name and locate the UK, other European countries, a number of non-European countries and the locations studied.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. person from the past</li> <li>• Compare lifestyles of people from the past with our lives.</li> </ul>	<p><b>RE - Judaism</b></p> <ul style="list-style-type: none"> <li>• To Know how festivals and family life matter to Jewish people.</li> <li>• Make clear links of evidence through text books</li> <li>• Be able to compare similarities of festivals children celebrate themselves show what Muslims believe about Muhammad</li> </ul>	<p><b>Music</b> Year 4 will be having lessons playing the ukulele. <b>Year 3</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>

		<b>PE - Circuit Training/Swimming</b> <ul style="list-style-type: none"> <li>• Travel in a range of ways</li> <li>• Develop flexibility, strength, control and balance when travelling in different ways</li> <li>• To use a range of ball control skills</li> <li>• To use a range of movement skills in circuit activities</li> </ul>
<b>Art / DT</b> Andy Goldsworthy <ul style="list-style-type: none"> <li>• How is art shown in nature</li> <li>• Rock balancing art</li> <li>• Striding Arches</li> <li>• Drawn Stone</li> </ul>	<b>RHE / PSHE</b> <ul style="list-style-type: none"> <li>• What can families look like?</li> <li>• Setting rules including manners, sharing, friendships, respect.</li> <li>• Positive mental health.</li> <li>• Circle Time - New Beginnings</li> </ul>	<b>French - Getting to know you</b> Hello/Goodbye What's your name How are you? Counting to 10.
<b><u>Teacher's Notes</u></b> <b>Homework</b> - Reading, spelling, maths activities and topic related activities.		