Beech Class – Autumn Term 2023
Overview of Learning

	First Half Term	Second Half Term
	<u>Y3 Spelling</u> (Read, Write, Inc) - Unit 1: Adding the prefixes **dis-** and **in-** - Unit 2: Adding the prefix **im-** to root words beginning with **m** or **p** - Unit 3: Adding the suffix **-ous** <u>Y4 Spelling</u> (Read, Write, Inc) - Unit 1: Adding the prefix **mis-** - Unit 2: Words ending in *zhuh* spelt **-sure** - Unit 3: Adding the prefix **auto-**	<u>Y3 Spelling</u> (Read, Write, Inc) - Unit 4: Adding the suffix **-ly** - Unit 5: Words ending in **–ture** - Unit 6: Adding **-ation** to verbs to form nouns <u>Y4 Spelling</u> (Read, Write, Inc) - Unit 4: Adding the suffix **-ly** - Unit 5: Adding the prefix **inter-** - Unit 6: Words with the *ay* sound spelt **ei, eigh, ey**
English	<u>Writing</u> (CUSP) **Strong Start Writing** - word order - full stops and capital letters - proper nouns - sentence breaks - sentence types **Non-chronological reports (linked to Rocks)** **(3-4 weeks)** - structure and tone of a non-chronological report - using paragraphs to organise information - using a variety of sentence structures - select and use precise and formal vocabulary **Poetry on a theme – emotions (1-2 weeks)** - know how to form and use: alliteration rhyme assonance - prepare and perform poems. - make connections - select precise and ambitious vocabulary - write a poem on a theme	<u>Writing</u> (CUSP) **CUSP Strong Start Writing** **Third Person Adventure Stories (3-4 weeks)** - use the third person perspective - use the progressive and simple past tense - use a range of descriptive devices - plan and execute a third person adventure story - use a balance of dialogue and description to tell the story **Formal Letters to Complain (2-3 weeks)** - recognise the difference between main and subordinate clauses - use structure and conventions of a formal letter - organise writing into clear paragraphs - choose and use formal vocabulary - use a range of conjunctions

	Writing poems which explore form (1 week) - recognise the formation of a haiku and a cinquain - know what imagery and onomatopoeia are - aware that intonation, volume and tone are important when performing - perform poetry, using deliberate intonation, volume and tone changes - write poems, using imagery, a known form and onomatopoeia	
	Reading (CUSP) **The Pebble in My Pocket by Meredith Hooper and Chris Coady** - use skimming and scanning techniques - identify differences between fact and opinion - infer the view of the author - aware of now texts are organised - know how themes are represented in different ways - make connectives - retrieve key details **Greta and the Giants by Zoe Tucker and Zoe Persico** - provide a summary of the text - recognise how real events can be presented as a narrative - retrieve key details - respond to core themes	Reading (CUSP) **The Queen's Nose by Dick King-Smith** - know that question words can provide clues to the type of answer needed - identify key differences between narratives and poetry - identify and discuss key themes across texts - distinguish between fact and opinion - make predictions supported with reference to the text - know how Inference can be found both in the clues given and the information that is not given - give reasons for predictions - make inferences about the past experiences of characters and the actions of others **The Night Before Christmas** - know that poets use rhythm and language to create effects - infer meaning from description and dialogue - comment on poetic effects - use inference skills to gain meaning from a range of texts

Maths	**Place Value** - using: Base 10, part-whole models, tens grids - including: partitioning, estimating, ordering, rounding and Roman Numerals **Addition and Subtraction** - using: Base 10, cubes, dice, 2-, 3- and 4-digit numbers - including: number bonds, estimating, partitioning, inverse operations	**Addition and Subtraction (continued)** - using: Base 10, cubes, dice, 2-, 3- and 4-digit numbers - including: number bonds, estimating, partitioning, inverse operations **Area (Y4 only)** - including: counting squares, making shapes **Multiplication and Division** - using: cubes, arrays, counters, number lines - including: inverse operations, multiplying and dividing by 2, 3, 4, 8 (Y3) and 3, 6, 9, 7 and 11 (Y4), arrays, multiplying by three numbers
Science	**Rocks** (CUSP) - compare and group together different kinds of rocks - recognise how rocks are formed - describe how fossils are formed - show awareness that soils are made from rock and organic matter	**Sound** (CUSP) - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases
History and Geography	**A study of British History:** Changes in Britain from the Stone Age to the Iron Age (CUSP) - knowledge of the three periods in the Stone Age and what these times were like	**Human and Physical Features:** Study counties and regions of the United Kingdom (CUSP) - name and locate counties and cities of the United Kingdom - recognise geographical

	- make comparisons between the Stone, Bronze and Iron Ages	regions and their identifying human and physical characteristics - identify key topographical features (including hills, mountains, coasts and rivers)
Art, Design and Technology	**Art and Design** **Printing** (CUSP) - know how to use and prepare a printing slab - create different painting blocks - make a variety of printed marks including mono and block printing	**Design and Technology** **Textiles – How can you make a box out of cloth?** (CUSP) - know that fabric can be stiffened and stiffened fabric can hold a form - select and apply solutions to stiffen fabric - make a box using stiffened fabric
Modern Languages	**Spanish** Instruction words – Canta en español Greetings What's your name? Where do you live? Como te llamas – Basho and friends Colours – Colorin Colorado Use of a bilingual dictionary Numbers 1 – 12 – army rap Christmas	
Music	**This Little Light of Mine (SingUp)** - Pentatonic scale, gospel music, off-beat, rhythm, call-and-response;	**The Pink Panther theme (SingUp)** - Timbre, tempo, rhythm, dynamics, atmosphere, music from a film. **Composing with Colour (SingUp)** - Creating music inspired by colour and art. Composing using a non-musical stimulus. Timbre, dynamics, rhythm, texture, suite, graphic score.
Physical Education	**Gymnastics** (GetSet4PE) - transitioning smoothly into and out of balances	**Dance** (GetSet4PE) - create dances in relation to an idea.

	- creating a sequence with matching and contrasting actions and shapes - creating a partner sequence incorporating equipment **Football** (GetSet4PE) - develop their understanding of the attacking and defending principles of invasion games - use skills, strategies and tactics to outwit the opposition - maintain possession and moving the ball towards goal to score - recognising the importance of fair play and honesty - Taught by a qualified instructor (Mr Wilson) **Cross Country** - practise part of lessons	- work collaboratively to share ideas - develop their use of counting and rhythm - learn to use canon, unison, formation and levels in their dances - provide constructive feedback **TAG Rugby** (GetSet4PE) - continue to develop their understanding of the attacking and defending principles of invasion games - use skills, strategies and tactics to outwit the opposition - maintain possession and moving the ball towards the try line to score - recognising the importance of fair play and honesty - Taught by a qualified instructor (Mr Wilson)
PSHE	**Healthy and Happy Relationships** - friendship - personal space - resilience (Discovery Education)	**Similarities and Differences** - respecting one another - identity and diversity (Discovery Education)
Religious Education	**Key Question: *What is it like to follow God?*** (Understanding Christianity - People of God) - opportunity to compare Christianity and Judaism - identifying a particular group of people known as the people of God and their relationship with God - considering how God wants people to live - awareness of a number of biblical stories	**Key Question: *Why is light an important symbol for Christians, Jews and Hindus?*** (Norwich Diocese Enquiry) - retell narratives where light is an important symbol. - recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. - provide examples of how Christians, Hindus and Jews use beliefs (and the

		symbolism of light) to guide their daily lives.
Computing	**Data and Information - Branching Databases** (Teach Computing) - develop their understanding of what a branching database is and how to create one - gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions - create physical and on-screen branching databases evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database	**Data and Information - Data Logging** (Teach Computing) - considering how and why data is collected over time - considering how computers can use special input devices called sensors to monitor the environment - collecting data as well as accessing data captured over long periods of time - looking at data points, data sets, and logging intervals - reviewing and analysing data - posing questions and using data loggers to automatically collect the data needed to answer those questions

* CUSP - Curriculum with Unity Schools Partnership