

Year 3 and 4		Year A2 / Autumn 2023 7 weeks + 3 days	
Key Question		<i>Light or Dark</i>	
Hook/Trip			
English		Story, Poetry	
Writing genres		Narratives, poems	
Key books		Orion and the Dark, The sound collector poem, How the stars came to be	
Maths		Four Operations: addition, subtraction, multiplication and division;	
Key areas of learning		(Main focus on multiplication and division)Year 4 will also cover Area	
Science		Light and Electricity	
Scientific Knowledge		Recognise that they need light in order to see things and that dark is the absence of light; notice that light is reflected from surfaces; recognise that light from the sun can be dangerous and that there are ways to protect their eyes; recognise that shadows are formed when the light from a light source is blocked by a solid; find patterns in the way that the size of shadows change Identify common appliances that run on electricity; construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise some common conductors and insulators, and associate metals with being good conductors	
Working Scientifically		Setting up simple practical enquiries, comparative and fair tests; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	
Computing		E-Safety- Online relationships & gaming use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	
Design & Tech.		Electrical systems Light Boxes; explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products; use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering needs, wants and values; acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art; learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens; develop a critical understanding of the impact of design and technology on daily life and the wider world through the evaluation of the past and present	

Geography	North America - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs; locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; understand geographical similarities and differences through the study of human and physical geography; describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; describe and understand key aspects of physical geography, including: climate zones, rivers, mountains.
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History	
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Languages	Spanish - Colours, Numbers 1-20, Christmas 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; engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*; speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*; present ideas and information orally to a range of audiences*; read carefully and show understanding of words, phrases and simple writing; appreciate stories, songs, poems and rhymes in the language; broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; write phrases from memory, and adapt these to create new sentences, to express ideas clearly; describe people, places, things and actions orally* and in writing
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Music (3)	Unit 4 Pitch - To aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation and basic changes in pitch within a limited range. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music
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PE	Circuit training, core training, developing sportsmanship and levels of physical fitness. Preparation for any sporting fixtures
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PSHE	HSL- Digital Lifestyles; C- Working together; MMR- Friends and Family How to make informed choices about health and wellbeing and to recognise sources of help with this. Different groups and communities. The importance of respecting and protecting the environment.
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Religious Ed.

UC Incarnation - What is the Trinity? Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter; offer suggestions about what texts about baptism and Trinity might mean; give examples of what these texts mean to some Christians today; describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live; make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

Key Vocabulary

rock, sandstone, limestone, chalk, granite, slate, marble, classification, observation, petrologist, man-made rocks, brick, tile, concrete, igneous, sedimentary, metamorphic, permeable, impermeable, acid, erosion, identification key, fossil, ichthyosaur, plesiosaur, ammonite, sediment, minerals, mould, cast, soil, micro-organisms, organic matter, particles, sand, silt
geology, Latitude, Longitude, mountain, mountain range, prairie, river, topography, canyon, erosion, hydraulic action, abrasion, attrition, corrosion, population, densely, sparsely, population distribution, population density.