



YEAR B - AUTUMN 1
Key Stage: Lower Juniors
Topic: Location, Location, Location

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English	Maths	
	Year 3	Year 4
<p><u>The Writer of this Poem and What is the sun</u></p> <p>Children write poems to perform</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> ● Use a varied and rich vocabulary ● Use expanded noun phrases ● Use similes and metaphors <p><u>Katie's Picture Show</u></p> <p>Children retell parts of the story, explaining which pieces of art Katie has seen</p> <p>Year 1 - to leave spaces between words; to begin to write sentences Year 2 - to use capital letters and full stops in sentences; to use 'and' as a coordinating conjunction</p> <p><u>Georgy the Goat</u></p> <p>Children to write an adventure story in third person.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> ● Create character ● Use inverted commas ● Use adverbs 	<p>Place value</p> <ul style="list-style-type: none"> ● Count from 0 in multiples of 50 and 100. ● Find 10 or 100 more or less than a given number ● Recognise the place value of each digit in a 3-digit number ● Compare and order numbers to 1,000 ● Identify, represent and estimate numbers using different representations ● Read and write numbers up to 1,000 in numerals and in words ● Solve number problems and practical problems involving these ideas <p>Addition/Subtraction</p> <ul style="list-style-type: none"> ● Add numbers mentally including: <ul style="list-style-type: none"> ○ a three-digit number and 1s ○ a three-digit number and 10s ○ a three-digit number and 100s ● Add numbers with up to 3 digits using formal written methods of columnar addition and subtraction ● Estimate the answer to a calculation ● Solve problems, including missing number problems using number facts, place value and more complex addition and subtraction. 	<p>Place Value</p> <ul style="list-style-type: none"> ● Count in multiples of 25 and 1,000 ● Find 1,000 more or less than a given number ● Count backwards through 0 to include negative numbers ● Recognise the place value of each digit in a four-digit number ● Order and compare numbers beyond 1,000 ● Identify, represent and estimate numbers using different representations ● Round any number to the nearest 10, 100 and 1,000 ● Solve place value number problems ● Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of 0 and place value <p>Addition/Subtraction</p> <ul style="list-style-type: none"> ● Add numbers with up to 4 digits using the formal written method of columnar addition where appropriate ● Solve addition and subtraction two-step problems in contexts deciding which operations and methods to use and why.

	Computing	History	Geography
Description	The children will learn how to use their emails and Google drive		Children to read a map and locate some key countries in the world and some cities and counties in the UK.
NC Objectives	<ul style="list-style-type: none"> Understand computer networks, including the internet, how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content Select, use and combine a variety of software Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the United Kingdom and identify key topographical features.</p>
Substantive Knowledge	<ul style="list-style-type: none"> I understand that a username and password is required to log into my laptop. I understand how to use the typing cursor (I) to start typing. I understand that the 'flashing line' is required to begin typing. I understand that I can use the 9 dots to access different apps in the G-suite. I understand how to access my school email account and send an email. 		<p>Name and locate a number of countries in the Northern Hemisphere (Canada, Japan, India, Mexico, Norway, Switzerland)</p> <p>Name and locate some well known European countries (Spain, France, Italy, Greece, Germany inc Russia)</p> <p>Name and locate capital cities of neighbouring European countries (Spain, France, Italy, Greece and Germany)</p> <p>Locate four mountains: Mt Everest, Mt Fuji, Mt Kilimanjaro and Mt Etna</p> <p>Name 6 cities in the UK and locate them on a map: Blrmingham, Southampton, London, Bristol, Newcastle, Bath</p> <p>Name counties of England and locate them on a map: Hampshire, Dorset, Wiltshire, Berkshire, Surrey and Sussex</p> <p>Name countries in the Southern Hemisphere: South Africa, Australis, Brazil, Indonesia, New Zealand and Chile</p>
Disciplinary Skills	<ul style="list-style-type: none"> - I will be able to access my email, create a draft and send this to a friend. I will understand that once an email is sent, there is no way to get this back and what to do if someone says something unkind to you. 		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area</p>
Vocabulary	Attachment, BCC (blind carbon copy), Cc (carbon copy), compose, email, email account, email address, inbox, link, password, responsible digital citizen.		Longitude, latitude, Northern hemisphere, southern hemisphere, time zones, sphere, atlas, mountains, countries, counties
Assessment	I will have an email thread that has been sent to a friend using BCC and CC.		Children to label as many parts of a world map and map of UK as possible.

	Art	DT	Science
Description		To design a loaf of bread.	Biology - Animals including humans: children learn about nutrition, skeletons, muscles, the digestive system and teeth
NC Objectives		<ul style="list-style-type: none"> To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams and prototypes Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 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. 	<p>To identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
Substantive Knowledge		<ul style="list-style-type: none"> Design - research design criteria; generate ideas Make - select from a range of tools and equipment, learn a range of cooking skills Evaluate - investigate a range of existing products; evaluate against their own criteria. Technical knowledge - understand principles of a healthy diet; cook a savoury item, know how/where ingredients are grown; use equipment safely. 	<p>To identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
Disciplinary Skills		<ul style="list-style-type: none"> To apply the substantive knowledge of the existing products and materials to create their own bread which is appealing and aesthetically pleasing Make thoughtful improvements based on critical evaluation Apply learning from other subjects (maths and art) to help design, make and evaluate a quality food product. 	Record findings using bar charts to show the amount of fruit consumed or sugar in foods.
Vocabulary		Eat well plate, chopping, slicing, grating, mixing, knead, rise, ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, fresh, savoury, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, healthy/varied diet	Food, nutrition, carbohydrates, protein, fats, fibre, water, vitamins, minerals, skeleton, muscle, ligament, tendon, vertebrate, invertebrate, support, protection, movement, digestive system, oesophagus, stomach, liver, producer, predator, prey, food chain, teeth, incisor.
Assessment		Children to prepare and evaluate their bread.	Headstart assessment on Animals including humans

	PE	Music	Religious Education	
Description	Indoor - Creative Outdoor - ABC cross country	Chinese New Year (Keyboards) Mozart - Turkish March	Description	DEVOTION Children will learn about the four goals of the Hindu faith and how Hindus show their devotion to god and their family through Puja, Diwali and Raksha Bandhan.
NC Objectives	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory 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 	Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To communicate something or someone that they are devoted to or is really important to them <p>Apply</p> <ul style="list-style-type: none"> To understand that different people are devoted to different things To explain how people may show their devotion and that this may not look the same for everyone <p>Inquire</p> <ul style="list-style-type: none"> To understand the meaning of the term devotion and this can often be understood as unwavering loyalty <p>Contextualise</p> <ul style="list-style-type: none"> To understand that Hindus show their devotion by regularly carrying out Puja (worship) and that many Hindus have a shrine for this purpose at home To describe what they would expect to see in a Hindu shrine and what each of the items is for To know that many Hindus show their devotion to goodness and the Goddess Lakshmi during Diwali <p>Evaluate</p> <ul style="list-style-type: none"> To begin to consider how the Hindu goal of Dharma shows devotion to god and their family
Substantive Knowledge	<p>Creative Develop flexibility, strength, technique, control and balance.</p> <p>ABC cross country Develop flexibility, strength, technique, control and balance Incorporate running and jumping working both individually and with others Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	Identify melodic shape and explore different scale patterns including pentatonic, major and minor Identify and use different types of texture including solo, unison, ostinato parts and simple harmony, e.g. drone, melodic ostinato parts		
Disciplinary Skills	<ul style="list-style-type: none"> Perform actions, balances, body shapes and agilities with control Adapt their own movements to include a partner in a sequence Understand that strength and suppleness can be improved. To understand how pacing can help us achieve greater distances in running. To be able to pace themselves effectively. Work towards improving their personal best. 	Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality Recognise which improvements need to be made Understand and use detailed graphic notation. Use basic stave notation Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary.	Religious Traditions	HINDUISM
Vocabulary	Strength, technique, balance, coordination, flexibility, control, cardio, stamina, pace.	Pitch, step, leap, repeat, pentatonic, texture, layers, accompaniment, drone	Vocabulary	Devotion, loyalty, Puja, Dharma, Artha, Moksha, Karma
Assessment	Creative - To compose a routine to perform ABC- To achieve a personal best	Perform the Chinese Lanterns Song Perform a class piece using pentatonic patterns with accompaniment	Assessment	To label the different items that might be seen in a Hindu shrine and to describe the purpose of each one

	PSHE	MFL (French)	
Description	Being Me in My World - To set personal goals, recognise why rules are needed and understand how my actions affect others.	Year 3 - Learn to introduce themselves and ask others how they are. Year 4 - to research a French speaking country and compile presentation to present	
NC Objectives	<ul style="list-style-type: none"> • To recognise reasons for rules and laws; consequences of not adhering to rules and laws • To recognise there are human rights that are there to protect everyone • Understand the relationship between rights and responsibilities • Understand the importance of having compassion towards others; shared responsibilities we all have for caring for others, living things and our environment. 	<ul style="list-style-type: none"> • To listen attentively to spoken language and show understanding by joining in and responding • To explore the patterns and sounds of language through songs and rhymes • To engage in conversations: ask and answer questions • To foster pupils' curiosity and deepen their understanding of the world. 	
Substantive Knowledge	<p>Recognise my worth and identify positive things about myself and my achievements Set personal goals Understand how to face new challenges positively, make responsible choices and ask for help if needed Understand why rules are needed and how they relate to rights and responsibilities Understand that my actions affect myself and others and I care about other people's feelings Make responsible choices and take action Understand my actions affect others and try to see things from their points of view</p>	<ul style="list-style-type: none"> • To be able to greet one another by saying 'hello' and 'goodbye' • To be able to introduce themselves saying what their name is • To be able to ask other people what their name is • To be able to say how they are feeling • To be able to ask others how they are feeling 	
Disciplinary Skills	<p>Know how to value myself and how to make someone else feel welcome and valued Recognise how it feels to be happy, sad or scared and be able to identify if other people are feeling these emotions Know how to make others feel valued Understand that my behaviour brings rewards/consequences Work cooperatively in a group</p>	<p>Listening and Speaking/Oracy To repeat modelled words To listen and show understanding of single words through physical response Repeat modelled short phrases Recognise a familiar question and respond with a simple rehearsed response. Stories, Songs, Poems and Rhymes Listen and identify specific words in songs and rhymes and demonstrate understanding Join in with words of a song</p>	
Vocabulary	Welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support, rights, responsibilities, dream, behaviour, rewards, consequences, actions, feelings, fairness, choices, co-operate, challenge, group dynamics, team work	Bonjour, salut, au revoir, À bientôt, Comment t'appelles-tu?, Tu t'appelles comment? Je m'appelle..., Ça va? Comment ça va? Ça va très bien, Ça va bien, Comme-ci comme ça, Ça va mal, Ça va très mal	
Assessment	Explain how my behaviour can affect how others feel and behave. Explain why it is important to have rules and how that helps me and others in my class learn. Explain why it is important to feel valued.	To be able to have a conversation with their partner where they say hello, introduce themselves and say how they are.'	