



## THEMATIC OVERVIEW

Year Group(s): Year 3 and 4  
Term and Duration: Summer A 2017  
Theme: Let's go on an adventure!

Hook and key questions -  
What is an adventure?  
Who goes on an adventure?  
Where would you like to go on an adventure?  
How do adventures change over time?  
What can you discover by going on an adventure?

Drama work to discuss settings for adventures and to prompt the use of imaginative language.

Celebration-  
Map skills and orienteering

English objectives

Adventure stories

### Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Reading - Comprehension

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

### Writing - Transcription

- use further prefixes and suffixes and understand how to add them (English Appendix

1)

- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

#### **Writing - Handwriting**

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

#### **Writing - Composition**

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

#### **Writing - Vocabulary, grammar and punctuation**

develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Maths  
objectives

Place value  
Year 3

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

#### **Year 4**

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

### **Addition and subtraction**

#### **Year 3**

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems,

#### **Year 4**

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

### **Fractions**

#### **Year 3**

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole (for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ )
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

#### **Year 4**

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions

	<p>to divide quantities, including non-unit fractions where the answer is a whole number</p> <ul style="list-style-type: none"> <li>□ add and subtract fractions with the same denominator</li> <li>□ recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>□ recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math></li> <li>□ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>□ round decimals with one decimal place to the nearest whole number</li> <li>□ compare numbers with the same number of decimal places up to two decimal places</li> <li>□ solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>
<p>Science objectives</p>	<p><b><u>Working Scientifically (Across all topics)</u></b></p> <p>Children should be taught to</p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer scientific questions</li> </ul> <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• To be able to identify common appliances that run on electricity.</li> <li>• To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>• To be able to 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.</li> <li>• To be able to set up a simple practical enquiry.</li> <li>• To be able to use results to make predictions.</li> <li>• To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>• To be able to 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.</li> <li>• To be able to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>• To be able to recognise some common conductors and insulators, and associate metals with being good conductors.</li> <li>• To compare the effects of a parallel and a series circuit.</li> <li>• To identify a parallel and a series circuit.</li> </ul>
<p>History objectives</p>	<p>We will be looking at Geography this half term, history will return in summer B.</p>

<p>Geography objectives</p>	<p>Continuing from the previous half term:  <u><b>Locations in the UK - Geographical knowledge and Geographical Fieldwork.</b></u></p> <ul style="list-style-type: none"> <li>• locate the countries that make up the UK on a map;</li> <li>• name the capital cities of the countries of the UK;</li> <li>• label key cities in the UK on a map;</li> <li>• name the seas surrounding the UK;</li> <li>• name some of the UK's main rivers;</li> <li>• find the names of seas on a map;</li> <li>• explain what a county is;</li> <li>• find their county on a map;</li> <li>• find areas of higher ground on a map of the UK;</li> <li>• name some areas of higher ground in the UK;</li> <li>• explain who first settled in London;</li> <li>• describe some ways that London has changed since AD43;</li> <li>• find London on world and UK maps;</li> <li>• describe how the UK population has changed over time;</li> <li>• identify where some immigrants to the UK came from;</li> <li>• identify similarities and differences between my daily routine and that of a child from another Historical period.</li> <li>• use the 8 compass points to describe a location relative to another place;</li> <li>• follow a river on a map to find where it starts and ends;</li> <li>• identify some counties local to their area on a map;</li> <li>• find the height of a peak on a map;</li> <li>• explain why London was chosen to be the location of the Prime Meridian.</li> </ul>
<p>Art objectives</p>	<p><u><b>Artist study</b></u></p> <ul style="list-style-type: none"> <li>• To learn about the artist <i>Georgia O'Keeffe</i> and to draw a close up of a flower from first hand observation in pencil</li> <li>• To learn how to make colours lighter and darker using black and white paint (tints of a colour) and how to use the tints to represent shades of light on images.</li> <li>• To develop an abstract picture using painting techniques and tone mixing.</li> </ul> <p>Year 3 objectives</p> <ul style="list-style-type: none"> <li>• Has made use of a sketch book to record observations and gather ideas.</li> <li>• Has experienced a range of drawing tools and materials and made clear progress in one or more of these.</li> <li>• Can describe the work and distinctive style of a handful of significant artist, craft-makers and architects across time.</li> </ul> <p>Year 4 objectives</p> <ul style="list-style-type: none"> <li>• Has made use of a sketch book to and gather and develop early ideas.</li> <li>• Has experienced a range of painting tools and materials and made clear progress in 2D arts.</li> <li>• Can describe the work and distinctive style of a handful of significant artist, craft-makers and architects of a particular period in time.</li> </ul>
<p>DT objectives</p>	<p>Art will be taught this half term</p>

R.E objectives	<p><b><u>Why do some people think that life is a journey? Looking at three key religions; Christianity, Hinduism and Islam.</u></b></p> <ul style="list-style-type: none"> <li>• Describe how life is seen as a journey by some people</li> <li>• Think of reasons why some people have rituals to mark important life events</li> <li>• Describe two different Christian celebrations of belonging/initiation</li> <li>• Describe what happen at a Jewish Bar or Bat Mitzvah ceremony</li> <li>• Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.</li> <li>• Describe the significance of the Hindu sacred thread ceremony</li> <li>• Describe a wedding ceremony for two different religions Consider questions such as what does it mean to become a Jewish adult</li> <li>• Consider reasons and express their own ideas why some people choose to have a religious or a non-religious wedding ceremony</li> <li>• Think of reasons why some people might not choose to have an initiation ceremony</li> <li>• Consider questions such as What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not?</li> </ul>
Spanish objectives	<p><b><u>NEW DUNNINGTON PLAN:</u></b></p> <p>Pupils will be taught Spanish vocabulary relating to the following:</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Numbers 0-15</li> <li>• Names - asking and giving name</li> <li>• Alphabet</li> <li>• Class phrases</li> <li>• Colours</li> <li>• Who is? / Here are/here is... / What is?</li> <li>• Animals</li> <li>• Happy New Year</li> <li>• Vowels and consonants</li> <li>• High and low</li> <li>• Numbers 16-31</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• In the bag...</li> </ul>
Music objectives	<p>Year 4 - Wider opportunities: children in Year 4 will be learning the clarinet and the ukulele. Chn will be looking at reading standard notation and aspects of pitch and rhythm in the context of learning their musical instrument.</p> <p><b>Year 3 pupils - National Curriculum Key stage 2</b> Pupils should be taught to 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. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>

<p>PE objectives</p>	<p>Over the Summer A half term, pupils will be working with a range of qualified P.E specialists who will be delivering most of their P.E curriculum.</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Chance to shine Cricket coaching</li> <li>• Tri Golf</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Chance to shine Cricket coaching</li> <li>• Tri Golf</li> <li>• Athletics and football coaching by Simon Walton.</li> </ul> <p><u>National Curriculum KS2</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ use running, jumping, throwing and catching in isolation and in combination</li> <li>□ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>□ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>□ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>□ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<p>Computing objectives</p>	<p><u>Coding</u></p> <p><b>Year 3</b></p> <p>Understands the benefits and threats of the internet and how they can be minimised  Can write simple programmes to do specific things e.g. to control physical systems</p> <p><b>Year 4</b></p> <p>Recognises acceptable and unacceptable behaviour on digital media and how to respond to it  Can use logic to explain or correct algorithm, and solve a programming problem by breaking it down into smaller parts</p>

<p>PSHCE objectives</p>	<p><b><u>Going for goals!</u></b></p> <p><b>By the end of the unit, pupils will be able to say:</b></p> <p>I can tell you about myself as a learner.  I can use my strengths as a learner.  I know what I need to do to learn effectively.  I know that I am responsible for my own learning  I can identify some barriers to my learning.  I know how my feelings can influence my learning.  I can tell you how I am going to apply what I have learned  I can think of ways to overcome barriers to my learning.  I can set success criteria so I will know whether I have reached my goal.  I can recognise why I have reached my goal or been successful.  I can break down a goal into a number of steps and wait for the result.  I know how others can help me achieve my goals and how I can help others  I can tell you how I keep going even when the task is difficult or boring.  I know when to keep trying and when to try something else.  I can understand that some thoughts help me reach my goal and some are a barrier.  I can recognise when I find learning difficult and persevere when I need to.</p>
<p>Global dimensions</p>	<p><b>Why do we pay taxes?</b> Cross-curricular links: Maths</p> <p>Through this lesson pupils will learn how the welfare state ensures a basic level of care for all citizens and the role of the Chancellor and how taxes are levied.</p> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Being Chancellor for a day</li> <li>• Discussion about children voting</li> <li>• Survey of parental attitudes re. tax</li> </ul> <p><b>The benefits system</b></p> <p>This lesson is a reminder that the benefits system is a safety net that is used by us all in times of need. The promotion of questions on contentious issues will be used to stimulate discussion.</p> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Feelings timeline</li> <li>• Vote on benefit cut options</li> <li>• Avoiding misconceptions</li> </ul>
<p>Enrichment activities</p>	<p>Swimming P.E specialists</p>