



## THEMATIC OVERVIEW

Year Group(s): Year 3/4

Term and Duration: Autumn A term 2020

Theme: The Stone Age (History)

Hook In: Stone Age artefacts (archaeology) cave paintings

Please note, that due to the current guidance on sharing resources, Year 3 and Year 4 will be covering different topic subjects either side of the term.

### Key Questions:

- A day in the life of a Stone Age child. (Stone Age Boy book)
- What did the world look like then?
- What did they live in?
- What did they eat?
- What language did they speak?
- What did they wear?
- How did they hunt?

### Year 3 to start History topic Autumn A

### English Objectives

- I can write an Historical story (based on the book The Stone Age Boy) **Year 3 Autumn A**
- I can write an Adventure story (Overcoming the monster - Dragons) **Year 4 Autumn A**
- Dragon poetry (using Tell me a Dragon book) **Year 4 Autumn A**
- I can confidently use a dictionary and a thesaurus
- I can suggest improvements for my work, editing and improving to reach a final piece
- I can use paragraphs and inverted commas (SPAG - See English LTP for the grammar objectives)
- I can correctly spell some spellings from the Year 3/4 word list
- I can use the prefixes dis- mis- un- within my writing
- I can apply my knowledge to read and understand new words in context
- I can develop a positive attitude to reading by increasing my familiarity with a range of genres

### Mathematics Objectives

- I can understand place value for 3 and 4 digit numbers
- I can solve problems relating to place value
- I can mentally add and subtract 10, 100 and 1000
- I can round to the nearest 10, 100 and 1000
- I know my 2, 5, 10, 3, 4 and 8 times tables (Y3)
- I know my times tables up to 12 X 12 (Y4)
- Know the written methods for addition and subtraction and use with confidence to solve calculations. More than one step calculations (Y4)
- Know the written methods for multiplication and division and use with confidence to solve calculations. More than one step calculations (Y4)
- I can find equivalent lengths - m, cm and km and calculate perimeter and area (Y4)

### Science Objectives (Forces, friction and magnets will replace electricity due to resources this term)

#### Working scientifically

- Can ask relevant questions and using different types of scientific enquiries to answer them.
- To know how to set up simple practical enquiries and fair tests, making systematic and careful observations and, where appropriate, taking accurate measurements using a range of equipment.
- Reporting on findings and use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

#### **Rocks and soils (Yr3 Autumn A/ Yr 4 Autumn B)**

- Can compare and group different types of rock.
- Can describe how fossils are formed.
- Knows that soils are made from rocks and organic matter

#### **Forces, friction and magnets (Yr4 Autumn A/ Yr 3 Autumn B)**

- Can compare how things move on different surfaces
- Understands that magnets can repel or attract, work at a distance and have two poles and can work out whether they will attract or repel

- Can compare the response of different materials to magnets and identify some magnetic materials.

<p>Computing Objectives Information Technology: Internet/PowerPoint</p>	<p>RE Objectives What do different people believe about God?</p>	<p>History Objectives The Stone Age</p>
<p>To develop an understanding of simple functions on a computer that can manipulate and design text/images.</p> <p>To create a Power Point showing different skills.</p> <p>To develop touch typing skills to increase speed and accuracy.</p> <p>To be able to code through Studio code software.</p> <p>To understand what unacceptable behaviour on digital media looks like and how to respond. To know the benefits and threats of the internet and how to stay safe whilst using it.</p>	<p>Identify beliefs about God that are held by Christians, Hindus and/or Muslims.</p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p> <p>Identify some similarities and differences between ideas about what God is like in different religions.</p>	<p>To find out what happened in the Stone Age.</p> <p>To create pictures in the style of cave paintings.</p> <p>To look at different homes from the Palaeolithic, Mesolithic and Neolithic times.</p> <p>To find out what people ate in the Stone Age and how their diet changed.</p> <p>To find out what we know about Skara Brae.</p> <p>Consider life in the Stone Age and how it compares to life to today.</p>
<p>Geography Objectives Natural disasters - Extreme Earth</p>	<p>Art Objectives (Autumn A) Art in Nature</p>	<p>DT Objectives (Autumn B) Cooking and nutrition</p>
<p>To describe what you find underground.</p> <p>To explain what causes earthquakes and how they are measured.</p> <p>To explain what causes tsunamis and how they affect people.</p> <p>To explain what causes tornadoes and the effects they have</p>	<p>I can draw an insect in pencil.</p> <p>I can use my sketchbook</p> <p>I can show colours.</p> <p>I can design a mosaic.</p> <p>I can tell you about the artists Louise Bourgeois and Jennifer Angus.</p> <p>I can tell you about the artist Louise Bourgeois.</p> <p>I can make a 3D model</p>	<p>Understand how key events and individuals in design and technology have helped shape the world in the context of the history behind Warburtons.</p> <p>Investigate and analyse a range of existing products.</p> <p>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.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>To know what contributes to a healthy diet.</p>

PE Objectives	Music Objectives	French Objectives
<p>To develop invasion games skills, with an emphasis on football and ball skills.</p> <p>(Gymnastics and Dance - unable to use the hall at the current time)</p>	<p><b>Rhythm and beats</b> Can compose a short, simple and coherent musical piece taking note to rhythmic patterns.</p> <p>Can adapt and improve a musical performance.</p> <p><b>Discussion of how music links to emotions</b> - What do we feel when we listen to a piece of Music? I can...</p> <p>listen to and recall a short musical sequence and can describe the main features of longer pieces</p> <p>identify the kind of music they have listened to and give a reasoned personal reaction to it</p>	<p>Y4 <b>All around town</b> I can... locate some of France's key cities; • say in French what amenities or features are found in their own town; • use multiples of ten and number operations to do simple calculations; • vary sentences about asking and giving simple addresses; • use a bilingual dictionary with increasing confidence to translate French-English and vice versa.</p> <p>Y3 <b>Getting to know you</b> Say hello and goodbye. • Introduce themselves. • Say if they are feeling good/bad/so-so. • Count to 10. • Say how old they are.</p>
PSHCE Objectives	Global Dimensions	Enrichment Activities
<p>Both Y3 and Y4 <b>Thinking positive</b></p> <p>understand that having a positive attitude is good for our mental health.</p> <ul style="list-style-type: none"> <li>• understand the causes of negative thoughts.</li> <li>• identify ways to cope with negative thoughts.</li> <li>• understand the impact certain changes can have on people and how it can affect them emotionally.</li> <li>• identify some mindfulness techniques and discuss which they like to use.</li> <li>• identify strategies to cope with uncomfortable emotions.</li> </ul>	<p>Keeping safe in Cyber-space: To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> <p>The gift of sight: To know that some charities are set up to provide relief from curable medical conditions in countries where healthcare is limited.</p> <p>To recognise the role of voluntary, community and pressure groups. To think about the lives of people living in other places and times, and people with different values and customs.</p> <p>To recognise the different risks in different situations, and then decide how to behave responsibly.</p>	<ul style="list-style-type: none"> <li>• Cave paintings</li> <li>• Wild weather clips</li> <li>• English - making dragon eggs!</li> <li>• Cooking and nutrition - bread making</li> </ul>