



THEMATIC OVERVIEW

Year Group(s): Year 3/4

Term and Duration: Autumn 1 2023

Theme: Walk like an Egyptian

Hook In: Egyptian artefacts (archaeology) wall paintings

Celebration: Egyptian Dance!

English Objectives

Writing

All focus writing tasks will link to our topic 'The Ancient Egyptians', and the book 'The Creakers'. The children will write a narrative, with opportunity to develop their planning, editing and redrafting skills through this unit of work.

Grammar

- 'A' or 'an'
- Adjectives to describe nouns
- Fronted adverbials

Reading

As well as reading a class book, we are using many other books and extracts from a variety of genres during Whole Class reading in order that the children are exposed to lots of new authors and text types to improve their reading skills. The children will be taught to:

- Understand the meaning of new vocabulary in texts
- Predict what might happen from details stated and implied
- Draw inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Check that the book makes sense to them, discussing understanding and exploring the meaning of words in context.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Spelling:

- Revision of some rules from Year 2
- Prefixes 'dis-' and 'un-'
- 'Ay' sound spelt 'ei', 'eigh', 'aigh' or 'ey'
- Prefixes mis- and re-
- Words ending 'sure' (Y4)
- Prefixes 'in-', 'il-', 'im-' and 'ir-' (Y4)
- Words from Year 3/4 list
- Homophones

Mathematics Objectives

Year 3

Mental Maths

- Recognise place value in a 3-digit number e.g. $621 = 20$
- 3x table facts up to 12x including division facts
- 10 more or ten less than a given whole number up to 250
- 100 more or less than a given whole number up to 1000
- Count on in 4s from 0 to 48.
- Adding 9 to a two-digit number

Year 4

Mental Maths

- Recognise place value in a 4-digit number e.g. 6521
- 6x table facts up to 12x including division facts
- 10 more or ten less than a given whole number up to 4 digits
- 100 more or less than a given whole number up to 10,000
- Count up in 6s from 0-72.
- Adding 9 to a 3-digit number

Year 3

Place Value

- Numbers to 1000 (representing, partitioning, estimating and problem solving)
- Compare and order numbers to 1000
- Count in 50s

Addition and Subtraction

- Application of number bonds to 10
- Adding two numbers, across 10s and 100s

Year 4

Place Value

- Numbers to 10,000 (representing, partitioning, estimating and problem solving)
- Compare and order numbers to 10,000
- Roman numerals
- Round to the nearest 10, 1000, 1000

Addition and Subtraction

- Add and subtract 1s, 10s, 100s and 1000s
- Written column addition up to 4-digit numbers
- Written column subtraction up to 4-digit numbers

Science Objectives

Rocks & Soils

- Knows that darkness is the absence of light
- Knows that light reflects from surfaces
- Understands that sunlight can be dangerous
- Understands how shadows are formed and why they change shape

Computing Objectives	RE Objectives	History Objectives
<u>Word Processing</u> Y3 <ul style="list-style-type: none">• Retrieves saved work independently• Enhances content by inserting videos, images and sound independently• Edits the layout in software to impact on how information is structured• Collaborates with peers using online tools Y4 <ul style="list-style-type: none">• Understands how to store files effectively• Can edit the design of inserted items within software	<u>What kind of world did Jesus want?</u> <ul style="list-style-type: none">• Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.• Make simple links between Bible texts and the concept of 'Gospel' (good news).• Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.• Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly	<u>Ancient Egypt</u> <p>To develop an understanding of what life might have been like in Ancient Egyptian times.</p> <p>To know some important places/people from Ancient Egypt.</p> <p>To understand that more can be learnt about a particular time period from studying historical artefacts.</p>

<p>Art Objectives</p> <p>Experiment with creating shades, tones and tints with secondary colours.</p> <p>Choose paints and implements appropriately.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint...</p> <p>Show increased independence and creativity within the painting process.</p>	<p>PE Objectives</p> <p><u>Netball</u></p> <p>Play using basic netball rules, using attacking and defending zones, marking, shooting and a variety of ball passes.</p> <p>Create opportunities as a team to score, building an attack.</p> <p>Show support, encouragement and good sportsmanship.</p> <p>Show speed and endurance in a game situation.</p> <p><u>Dance</u></p> <p>Demonstrate and discuss performance skills</p> <p>Dance using a variety of formations confidently</p> <p>Perform with increasing musicality with control and confidence</p> <p>Include unison and cannon in the dance sequence</p>
<p>Music Objectives</p> <p>To perform a song, from memory, as a class ensemble.</p> <p>To explore and develop playing skills using the glockenspiel.</p> <p>To learn and play the notes C, D, E and F, composing some melodies using them.</p> <p>To improvise using a couple of given notes.</p>	<p>French Objectives</p> <p>Y3</p> <ul style="list-style-type: none"> ● To say hello and goodbye and introduce themselves, using different greetings for different situations ● To say if they are feeling good/bad/so-so ● To count to 10 ● To say how old they are ● To ask and answer simple questions for each topic area. <p>Y4</p> <ul style="list-style-type: none"> ● To locate and name some of France's key cities, identify and say typical amenities to be found in French towns and say in French what amenities or features are found in their own town ● To say and order multiples of ten; ● To ask and give a simple address in French ● To vary sentences about asking and giving simple addresses ● To use multiples of ten and number operations to do simple calculations ● To use a bilingual dictionary with increasing confidence to translate French-English and vice versa.
<p>PSHE Objectives</p> <p><u>Being Me</u></p> <p>Y3</p> <ul style="list-style-type: none"> ● I can explain how my behaviour can affect how others feel and behave. ● I can explain why it is important to have rules and how that helps me and others in my class learn. ● I can explain why it is important to feel valued. <p>Y4</p> <ul style="list-style-type: none"> ● I can explain why being listened to and listening to others is important in my school community. ● I can explain why being democratic is important and can help me and others feel valued. 	<p>Enrichment Activities</p> <ul style="list-style-type: none"> ● Pedestrian Training ● Egyptian artwork