



## THEMATIC OVERVIEW

Year Group(s): Year 3/4

Term and Duration: Autumn 2 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 newspaper entry, and a diary, with opportunity to develop their planning, editing and redrafting skills through this unit of work.

#### Grammar

- 'A' or 'an'
- Coordinating and subordinating conjunctions
- 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:

- Homophones
- Year 3/4 word list
- Personal Spelling Lists
- /I/ sound spelt 'y' (Y3)
- -gue and -que (Y3)
- Words with the /eɪ/, /j/ and /ʌ/ sounds (Y4)
- Adding suffixes beginning with vowel letters to words of more than one syllable (Y4)

### Mathematics Objectives

#### Year 3

##### Mental Maths

- Subtracting 9 from a two- digit number (subtract 10 and add 1)
- Multiplying whole 1- and 2-digit numbers by 10
- Multiplying whole 1- and 2-digit numbers by 100
- Practise being given a three-digit number orally and the children write it down in figures (up to 500)
- Doubling and halving whole numbers to 50
- Units of time - days in a week, months in a year, minutes in an hour, hours in a day, order of months, number of days in a month,
- Units of measure eg cm in a m, m in a km, ml in l,

#### Year 4

##### Mental Maths

- Subtracting 9 from a two- digit number (subtract 10 and add 1)
- Multiplying whole 2- and 3-digit numbers by 10
- Multiplying whole 2- and 3-digit numbers by 100
- Practise being given a three-digit number orally and the children write it down in figures (up to 2000) e.g. "Write down one hundred and twenty-six in figures = 126
- Doubling and halving whole numbers to 100
- As year 3 but also minutes in x number of hours, minutes in half an hour,  $\frac{1}{4}$  of an hour,  $\frac{3}{4}$  of an hour, days in a fortnight.

- Units of measure eg cm in a m, m in a km, ml in l,  $\frac{1}{2}$  a metre,  $\frac{1}{2}$  a litre,  $\frac{1}{2}$  a kg,  $\frac{1}{4}$  of each unit, mm in cm etc and applying calculating mm in 5 cm etc...

### Year 3

#### Addition and Subtraction

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

#### Multiplication and Division

- Sharing and grouping
- Multiplication as equal groups
- Times table and multiplication facts - 3s, 4s and 8s (additional to 2s, 5s and 10s from KS1)

### Year 4

#### 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

#### Multiplication and Division

- Times table and multiplication facts up to 12 X 12
- Multiplying three numbers
- X 1, X 0 and dividing by 1 and a number by itself
- Written method for multiplication

### **Science Objectives**

#### Light

- 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
- To conduct investigations, forming questions and investigating the answers to these

### **Computing Objectives**

#### Data Bases and Spreadsheets

Y3

- Collaborates with peers using online tools (Google Drive)
- Input data into and interpret data from a spreadsheet (difference between data and information)

Y4

- Can utilise sorting and filtering functions in a database/spreadsheet to retrieve information - understand the benefits of a computer database
- Explores real time data and the benefits of this (Google forms, quizzes)

### **RE Objectives**

#### Why are festivals important to religious communities?

- Make connections between stories, symbols and beliefs with what happens in at least two festivals.
- Identify similarities and differences in the way festivals are celebrated within and between religions.
- Ask questions and give ideas about what matters most to believers in festivals.
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.

### **History Objectives**

#### Ancient Egypt

To develop an understanding of what life might have been like in Ancient Egyptian times.

To know some important places/people from Ancient Egypt.

To understand that more can be learnt about a particular time period from studying historical artefacts.

<ul style="list-style-type: none"> <li>• Can use online software to create quizzes/forms learning to real time data</li> </ul>		
<p><b>DT Objectives</b></p> <p><u>Structures - Santa's Grotto</u>          Create more detailed annotated sketches including cross-sectional and exploded diagrams.          Order the main stages of making. develop and use knowledge of how to construct strong and stiff structures use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes</p>	<p><b>PE Objectives</b></p> <p><u>Hockey</u>          Protect the ball after catching          Catch the ball executing correct footwork rules          Show speed and endurance in a game situation          Use basic shooting techniques in isolation and a game          Use one to one marking technique in a game          Play within positional restrictions          Build up the attack as a team</p> <p><u>Gymnastics</u>          Decide on ways to improve a piece of work using compositional elements and implement changes          Apply a broader range of more challenging skills executed with precision          Create a unison sequence          Demonstrate control when taking weight on hands          Perform actions such as balance, body shapes and flight with control          Implement compositional elements into sequences</p>	
<p><b>Music Objectives</b></p> <p>Sing a broad range of unison range with an octave range accurately.</p> <p>Sing rounds and partner songs in different time signatures.</p> <p>Recognise the style of music which is being listened to, as well as some distinguishable musical features..</p> <p>Play and perform melodies following staff notation using a small range.</p> <p>Read and perform pitch notation within a defined range.</p>	<p><b>French Objectives</b></p> <p>Y3</p> <ul style="list-style-type: none"> <li>• To give and respond to simple classroom instructions appropriately</li> <li>• To name parts of the body from a song</li> <li>• To identify colours</li> <li>• To name items of clothing;ask and answer questions using the topic vocabulary</li> <li>• To read and write simple words</li> <li>• To say that un/une relate to masculine &amp; feminine nouns;</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>• To name some types of transport</li> <li>• To use Je... and Tu... correctly in a simple sentence</li> <li>• To respond to simple instructions for direction and movement</li> <li>• To follow simple directions to find a place on a map.</li> <li>• To use the correct article to precede a noun according to gender</li> <li>• To use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun</li> <li>• To give and respond to simple movement/direction instructions</li> <li>• To give simple directions by substituting vocabulary as necessary</li> <li>• To follow simple directions to find a place on a map.</li> </ul>	
<p><b>PSHE Objectives</b></p> <p><u>Celebrating Difference</u></p> <p>Y3</p> <ul style="list-style-type: none"> <li>• I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</li> <li>• I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>• I can tell you a time when my first impression of someone changed as I got to know them.</li> <li>• I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</li> <li>• I can explain why it is good to accept myself and others for who we are.</li> </ul>	<p><b>Enrichment Activities</b></p> <ul style="list-style-type: none"> <li>• Pedestrian Training</li> <li>• Egyptian artwork</li> </ul>	

