



Literacy Genres

- Poetry
- Explanations



Reading Themes

Class poetry book.  
Non-fiction themed texts.

Focus from School Improvement Plan

WRITING at greater depth



Numeracy

- Place value
- Addition
- Subtraction

CLASS: 3 YEAR GROUP: 3/4

**MEDIUM TERM PLANNING OVERVIEW**

TERM: Autumn

NUMBER OF WEEKS:7

THEME: Inventors and Inventions

FABULOUS FINALE!

Parents invited to see class 3 work.

WOW STARTER!

Lego invention task

Key Skills

Resilience / Collaboratoion

**LINKS TO BRITISH VALUES**

Democracy: International day of democracy (15 th Sept 2019)

Rule of Law: School golden rules

Individual Liberty:Human Rights day (10<sup>th</sup> December)

Mutual Respect:Tolerance of those with

**ASSEMBLY THEMES**

Rule of law/Democracy/

Mutual respect/  
Individual liberty

Language of The Month

Punjabi

Social Development: Anti bullying week

Spiritual Development: World kindness day (13<sup>th</sup> November 2019)

Cultural Development: Armistice Day

EYFS CURRICULUM AREA	Year 3 Year 4	YEAR GROUP 3/4 THEME
Personal, Social & Emotional Development	 <b>Citizenship</b>	Building self esteem in others.  Being kind to others.
	 <b>Key Skills</b>	Resilience and Collaboration
Physical Development	 <b>PE</b>	
Understanding The World	 <b>Science</b>	<u>Electricity</u> <ul style="list-style-type: none"> <li>• Can they identify common appliances that run on electricity?</li> <li>• Can they construct a simple series electric circuit?</li> <li>• Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?</li> <li>• Can they 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>• Can they recognise that a switch opens and closes a circuit?</li> <li>• Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?</li> <li>• Can they recognise some common conductors and insulators?               <ul style="list-style-type: none"> <li>• Can they associate metals with being good conductors?</li> </ul> </li> </ul>
	 <b>Geography/History</b>	<u>Themes</u> <ul style="list-style-type: none"> <li>- Look at changes in an aspect of social history. Look at how inventions have changed the way for life from Roman times to 20th Century.</li> <li>- To learn about an important person/ To learn about a significant turning point in British history centred around an inventor and invention.</li> </ul> Geography – n/a <u>Outcomes</u>

		<ul style="list-style-type: none"> <li>- Can they suggest why certain events happened as they did in history?</li> <li>- Can they suggest why certain people acted as they did in history?</li> <li>- Can they describe events from the past using dates when things happened?</li> <li>- Can they describe events and periods using the words: ancient and century?</li> <li>- Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>- Can they use their mathematical knowledge to work out how long ago events would have happened?</li> <li>- Can they use various sources of evidence to answer questions?</li> <li>- Can they use various sources to piece together information about a period in history?</li> <li>- Can they research a specific event from the past?</li> <li>- Can they use their 'information finding' skills in writing to help them write about historical information?</li> <li>- Can they, through research, identify similarities and differences between given periods in history?</li> <li>- Can they plot periods of history on a timeline</li> <li>- Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>- Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> <li>- Can they explain how events from the past have helped shape our lives?</li> <li>- Can they research two versions of an event and say how they differ?</li> <li>- Can they give more than one reason to support an historical argument?</li> <li>- Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>
	 <p><b>ICT</b></p>	<p>Themes: To create informative powerpoints about inventors and inventions using the powerpoint and the internet.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> <li>Can they find relevant information by browsing a menu.</li> <li>- Can they search for an image, then copy and paste it into a document?</li> <li>- Can they use 'Save picture as' to save an image to the computer?</li> <li>- Can they copy and paste text into a document?</li> <li>- Do they begin to use note making skills to decide what text to copy?</li> <li>- Can they create a presentation that moves from slide to slide and is aimed at a specific audience?</li> <li>- Can they combine text, images and sounds and show awareness of audience?</li> <li>- Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</li> <li>- Can they use a search engine to find a specific website?</li> <li>- Can they use note-taking skills to decide which text to copy and paste into a document?</li> <li>- Can they use tabbed browsing to open two or more web pages at the same time?</li> </ul>

		<ul style="list-style-type: none"> <li>- Can they open a link to a new window?</li> <li>- Can they open a document (PDF) and view it?</li> <li>- Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience?</li> <li>- Can they insert sound recordings into a multi media presentation?</li> </ul> <p>Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</p>
	 <p><b>British Values</b></p>	<ul style="list-style-type: none"> <li>- Democracy</li> <li>- Human rights</li> <li>- Tolerance</li> </ul>
	 <p><b>Art/DT</b></p> <p><b>Famous artists/designers:</b></p> <p><b>Famous local artists/designers:</b></p> <p><b>Famous artists/designers from EM groups/with SEND:</b></p>	<p><u>Art</u></p> <p><u>Themes:</u> To learning about methods of printing and make s repeated printing picture. To make a moving sculpture.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> <li>• Can they make a printing block?</li> <li>• Can they make a 2 colour print?</li> <li>• Can they add onto their work to create texture and shape?</li> <li>• Can they work with life size materials?</li> <li>• Can they create pop-ups?</li> <li>• Can they print using at least four colours?</li> <li>• Can they create an accurate print design?</li> <li>• Can they print onto different materials?</li> </ul> <p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p><u>Design Technology – Make a game using electrical circuit knowledge</u></p> <p><b>Electrical and mechanical components</b></p> <ul style="list-style-type: none"> <li>• Do they select the most appropriate tools and techniques to use for a given task?</li> <li>• Can they make a product which uses both electrical and mechanical components?</li> <li>• Can they use a simple circuit?</li> <li>• Can they use a number of components?</li> <li>• Can they add things to their circuits?</li> <li>• How have they altered their product after checking it?</li> <li>• Are they confident about trying out new and different ideas?</li> </ul>

<p><b>Expressive Arts &amp; Design</b></p>	<p><b>Music</b> </p> <p>Famous composers/musicians: Famous local composers/musicians: Famous composers/musicians from EM groups/with SEND:</p>	<p>Taught through Recorder lessons</p> <ul style="list-style-type: none"> <li>• Can they use notations to record and interpret sequences of pitches.</li> <li>• Can they use standard notation.</li> </ul> <p>A variety of famous musicians studied each week in assemblies.</p>
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<u>Key Skills</u>		
<p>Resilience</p> <p>Confidence</p> <p>Self-manager (responsible)</p> <p>Team worker (collaboration)</p>	<p>Independent enquirer</p> <p>Reflective learner (critical thinking)</p> <p>Effective participator (active citizen)</p> <p>Good communicator</p>	<p>Respectful</p> <p>Risk-taker</p> <p>Resourceful thinker (problem solving)</p> <p>Creativity</p>

Taken from the new OFSTED framework    Taken from the school's 'Teaching and Learning' policy