

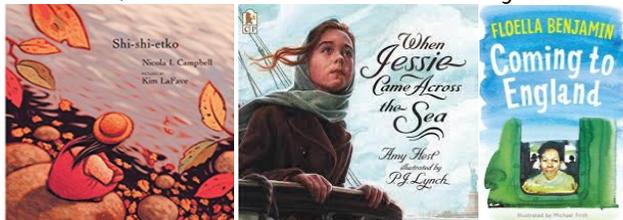
Key Stage 2 (Years 3 & 4) Curriculum Map Autumn Term (1st half) 2024

Core Subjects

English

This term our thematic unit of work is **The Amazing Americas**

Our key texts are: Shi-shi-etko and Shin-chi's Canoe, by Nicola I. Campbell, When Jessie Came Across the Sea, by Amy Hest, Coming to England, by Floella Benjamin. Non-fiction texts about: Harriet Tubman, Rosa Parks and Martin Luther King Jr.



Reading: We will read a selection of narrative texts about the experiences of first nations and native American people, as well as those forcibly brought to the Americas and enslaved. We will express personal responses, make inferences and predictions and explore aspects of the author's style. We will also look at non-fiction texts about the Americas and biographies of civil rights activists to ask and answer questions, using our comprehension skills to find information.

Writing: We will write in role through different text types – letters, diary entries, recounts and reports. We will consider sentence structure and organizational features to plan and write our own texts.

Spelling, Punctuation & Grammar:

Our weekly lessons will focus on:

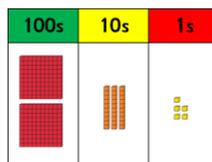
- Using nouns or pronouns to create cohesion, avoid repetition and achieve clarity in writing
- Linking clauses in sentences (for, and, nor, but, or, yet, so)
- Using conjunctions, adverbs and prepositions to express time and cause and place
- Using paragraphs to group related ideas
- Using inverted commas to punctuate speech
- Using apostrophes for plural possession
- Correctly spelling words on the Year 3/4 spelling list.

Maths

Our units of work this term are **Place Value** and **Addition and Subtraction**.

Place Value: We will use objects and pictorial representations to develop our understanding of the place value of each digit in 3-digit (Y3) and 4-digit (Y4) numbers, including exploring ways in which numbers can be partitioned, and finding 1, 10, 100, 1000 more or less than given numbers.

Place value charts



'235 has 2 hundreds, 3 tens and 5 ones.'



'4252 is the same as 1 thousand, 2 hundreds, 5 tens and 2 ones.'

We will use our growing understanding of the number system to order, compare and estimate numbers to (Y3), and beyond (Y4), 1000 and later apply this knowledge to solve number problems.

Addition and Subtraction:

We will draw upon our understanding of place value to aid mental calculation when adding or subtracting 1s, 10s, 100s or 1000s from given numbers.

We will use formal written methods when adding and subtracting numbers, including calculations which involve regrouping, with up to 3-digits (Y3) and 4-digits (Y4). We will begin use inverse operations to check answers to calculations and solve missing number problems.

$$\begin{array}{r} 7893 \\ + 513185 \\ \hline 13278 \end{array} \qquad \begin{array}{r} 45163 \\ - 271 \\ \hline 292 \end{array}$$

Continuous Learning:

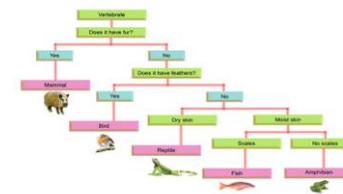
- We will practise our number bonds to and within 100 daily to help us recall key facts accurately.
- We will recall multiplication and division facts for the tables we know.
- We will continue to explore the place value of digits within 3-digit and 4-digit numbers to support our addition and subtraction calculations.

Science

Our topic this term is **Living Things and Their Habitats**.

Living Things and Their Habitats:

Looking at plants and animals in different habitats helps children explore the diversity of life on the planet. We will recognise how living things can be grouped in a variety of ways. We will then explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. We will be able to recognise that environments can change and that this can sometimes pose dangers to living things.



Working Scientifically:

We will further develop our skills and learn how to be an effective scientist. We will be encouraged to think independently and raise questions about working scientifically and the knowledge and skills it brings.

We will:

- Plan, carry out and record the outcomes of our own fair tests and investigations
- Record our work in a variety of ways including written reports, graphs, charts, diagrams, and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.

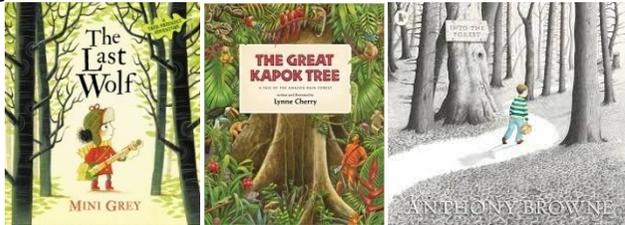
Key Stage 2 (Years 3 & 4) Curriculum Map Autumn Term (2nd half) 2024

Core Subjects

English

This term our thematic unit of work is **Into the Forest**

Our key texts are: The Great Kapok Tree & The Shaman's Apprentice, by Lynne Cherry, Into the Forest, by Anthony Browne, Little Red Riding Hood and the Wolf, by Roald Dahl, The Last Wolf, by Mini Grey. Non-fiction texts about: The Amazon Rainforest



Reading: We will explore a range of fiction with a forest theme, identifying and commenting on the writers' purposes and viewpoints, and the overall effect of the text on the reader. We will explore non-fiction texts about the Rainforest, skimming and scanning to locate information, summarising information and structuring answers clearly.

Writing: We will draw upon the underlying structure and language features of stories we have read to create our own version, developing details of characters, settings & plot. We will create non-fiction texts, grouping relevant information into paragraphs and using organisational features such as headings and subheadings.

Spelling, Punctuation & Grammar:

Our weekly lessons will focus on:

- Using a wider range of conjunctions, adverbs and prepositions to express time and cause and place
- Recognising and using simple, compound and complex sentences
- Correct use of tense
- Using headings and sub-headings
- Start sentences with adverbial phrases that show when, where and how something happened
- Correctly spelling words on the Year 3/4 spelling list.

Maths

Our units of work this term are

Geometry (shape) and Multiplication and Division.

Geometry (Shape): We will identify, draw, create and describe a variety 2-D and 3D shapes of a different sizes and orientations, and compare and classify them in terms of their properties. We will use mirrors to help identify lines of symmetry in 2D shapes.

Year 3 children will develop their understanding of parallel and perpendicular lines, and begin recognise angles as a property of shape.

Year 4 children will use protractors to help them identify, order and compare angles, including obtuse and acute angles.

Multiplication and Division: We will continue to develop our recall of multiplication and division facts, and use our growing knowledge to support written calculation when multiplying or dividing 2-digit numbers (Y3) or 2- and 3-digit numbers (Y4) by 1-digit numbers.

Grid Method (Y3):

$$\begin{array}{r|l} 25 \times 4 = \\ \times 4 & 20 \quad 5 \\ \hline & 80 \quad 20 = 100 \end{array}$$

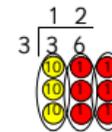
Partitioning of the 2-digit number aids calculation.

Formal Written Method (Y4):

<i>Expanded</i>	<i>Compact</i>
$\begin{array}{r} 23 \\ \times 7 \\ \hline 21 \\ 140 \\ \hline 161 \end{array}$	$\begin{array}{r} 23 \\ \times 7 \\ \hline 161 \end{array}$

Short Division Methods:

Year 3 children will use place value counters or pictorial representations to aid grouping when dividing:



Year 4 children will begin to use the formal written method of short division for the multiplication tables they know:

$$\begin{array}{r} 12 \\ 3 \overline{) 36} \\ \underline{36} \\ 0 \end{array}$$

Continuous Learning:

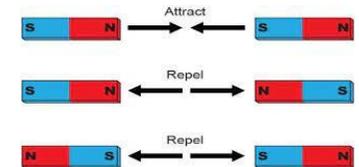
- We will practise our number bonds to and within 100 daily to help us recall key facts accurately.
- We will recall multiplication and division facts for the tables we know.
- Continue to add and subtract mentally and through application of formal written methods.

Science

Our topic this term is **Forces and Magnets.**

Forces and Magnets: The children will compare how things move on different surfaces and begin to recognise that some forces need contact between two objects, but magnetic forces can act at a distance. We will observe how magnets attract or repel each other and attract some materials and not others. We will compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Children will be able to describe magnets as having two poles and predict whether two

magnets will attract or repel each other, depending on which poles are facing.



Working Scientifically:

We will further develop our skills and learn how to be an effective scientist. We will be encouraged to think independently and raise questions about working scientifically and the knowledge and skills it brings.

We will:

- Plan, carry out and record the outcomes of our own fair tests and investigations
- Record our work in a variety of ways including written reports, graphs, charts, diagrams, and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.

Autumn Term 2024 Planning Themes: Key Stage 2

Amazing Americas



Successful Learners

Areas of Learning

As Historians, we will find out about Finding out about the early settlement of the Americas by Europeans and its impact on First Nations and Native American People. We will explore the experiences of those who were enslaved and forcibly brought to the Americas as well as those who later migrated to Britain on the Empire Windrush.

As Geographers, we will follow the Pan-American Highway through North and South America to discover countries, capitals, human and physical landmarks, climate zones, biomes and vegetation belts.

As Scientists, we will learn about the diverse habitats of the Americas, the things that live there and their changing environments. We will use classification keys to sort plants and animals, and construct and interpret food chains.

As Design Technologists, we will research, design and cook our own healthy meals inspired by our journey through South America, showing our understanding of how ingredients are grown and harvested.

As Artists, we will explore the vibrant arts and crafts of Central and South America, using a variety of media and techniques. We will produce our own, original work, inspired by the paintings of Frida Kahlo and glass sculptures of Dale Chihuly.

In ICT, we will improve our understanding of the web and searching skills, including: searching tricks, validating websites, searching images and maps.

Responsible Citizens

Community Cohesion

As members of our local community we will find out about ways to protect the rich coastal environments close to our school.

As global citizens, we will support charities that promote preservation of natural habitats and living things, such as WWF and the Rainforest Foundation.

Sustainability

As environmentally aware citizens, we will explore climate change and destruction of habitats, learning how we can help prevent damage and preserve places of natural beauty for future generations.

Confident Individuals

Creative Arts

As creative individuals, we will explore the rich diversity of cultural expression found in the countries of North and South America. We will display our works of art around school.

Well-being

As healthy individuals, we will use our knowledge of seasonality to sow, grow, and harvest vegetables from our school garden. We will use our harvest to cook healthy meals inspired by our trip through the Americas.