

**Autumn Term 1**  
**This term, Year 3/4 are learning**

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| <p style="text-align: center;"><b>English</b></p> <p>In English this half term we will begin by reading the book 'Stone Age Boy'. This is a historical narrative and it is full of engaging illustrations which helps children to picture what life was like during the Stone Age. We will then plan and write our own Stone Age narratives which will include a detailed setting description.</p> <p>We will then move onto writing an explanation text about the digestive system.</p>   | <p style="text-align: center;"><b>Mathematics</b></p> <p>This half term in maths we will be looking at place value and understanding what each digit within a number represents. We will be learning to compare and order numbers up to four digits. Over the course of the half term we will also begin to look at the formal methods of addition and subtraction with up to four digits before using our skills to apply these to reasoning questions. By the end of this half term, we will be confident in place value and our number knowledge will be more secure so that we can move on to apply these basic number skills throughout the year.</p>   | <p style="text-align: center;"><b>Science</b></p> <p>Children will look in detail at the skeletal system and the nervous system. They will learn that our brain is an organ that acts as the command centre for the many messages that run around our body through our nervous system. They will understand the importance of our spinal cord which runs through our backbone and the web of nerves that connect to it. Children will learn about reflex actions and their importance if part of our body is in danger. Children will continue to build on their knowledge of the digestive system; children will learn the key parts of the system including the mouth, oesophagus, stomach, small intestine, large intestine and anus.</p> |
| <p style="text-align: center;"><b>Computing</b></p> <p>Children will learn about the concept of networks, learning how devices communicate. From identifying components, they will learn how information is shared and deepen this understanding by exploring examples of real- world networks.</p> <p style="text-align: center;"><b>PSHE</b></p> <p>For the first half term, we will be focusing on the topic 'Being me in my world'. This involves the children discussing their feelings and how they can affect others, along with celebrating difference and understanding that everyone is different in their own way. During this half term, children will also be able to speak about their dreams and goals, alongside learning about how to keep themselves healthy.</p> <p style="text-align: center;"><b>French</b></p> <p>We will be doing some phonics in order to improve our pronunciation and then a unit " les legumes" where we will learn 10 common vegetables in their plural form with their definite articles. We will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.</p> |  |  |
| <p style="text-align: center;"><b>Geography</b></p> <p>This half term, we will be looking at compass directions and introducing the eight-point compass. Children will use the eight-point compass to describe their local area. Building on work on their local area in Year 2, children will look at Ordnance Survey maps and the symbols they use. They will look for symbols representing places in their local area that they are familiar with. Simple grid references will be introduced, and children will learn how to locate places on a map using a letter and number grid reference. Following a focus on geography skills, children will then study a region in a non-European country and contrast with their local area. When studying the chosen region, children will look at both human and physical geographical features of the region.</p>  | <p style="text-align: center;"><b>History</b></p> <p>Children will be learning about the Stone Age to the Iron Age in Britain. Throughout the unit, children will look at the disciplinary concept of continuity and change; a lot of things stay the same for a very long period of time. However, in another sense, quite a few dramatic changes take place that completely change the lives of people of Britain, such as the introduction of farming. The children will also look at sources and evidence in each lesson. The children will be introduced to some important discoveries that archaeologists have made, such as Skara Brae and Must Farm, which will help them see first-hand how interpretations about the past can be constructed from the objects left behind. The children will also look at how human remains can teach us about British people in the past, such as the discovery of the 'Cheddar Man', who would have had dark hair, light eyes and dark skin, and was a Mesolithic hunter-gatherer.</p> | <p style="text-align: center;"><b>Religious Education</b></p> <p>Religious Education – This half term in RE we will be looking at the key question: <b>What it is like to be a Christian in Britain today?</b></p> <p>The children will learn about how Christians show their faith within their families. They will also find out what kinds of things Christian families do during the week and compare it to their week. The children will then explore what Christians do to show their faith within their church communities and find out about some ways Christians make a difference to the wider community.</p>  |
| <p style="text-align: center;"><b>Physical Education</b></p> <p>This half term the children will be looking at two different areas of PE. First of which being "Fundamentals" where the children will look at developing those basic skills required for any physical activity ranging from ball control to hand eye co-ordination</p>   | <p style="text-align: center;"><b>Music</b></p> <p>This year we will be learning to play Samba as part of the Doncaster Wider Opportunities offer. We will learn about the inter related dimensions of music as we learn about the origin, history and culture of Samba music. We will be working collaboratively as a class to play a variety of instruments and will begin to read music and perform to others.</p>  | <p style="text-align: center;"><b>Art</b></p> <p>The children will learn about the concept of line in artwork. They start by learning how artists use sketchbooks, looking at famous examples and go onto use their own, carrying out exploratory drawings using different kinds of lines and drawing materials. The children then study at how artists can vary the weight of their line</p>  |

as well as problem solving within mini game scenarios. The second area will be "fitness" where the team from Xcite Sports will come in and teach the children various fitness drills as well as giving them fitness tips and tricks for them to hopefully take into later life.

looking at Leonardo da Vinci's sketchbook drawings of water. They go onto explore through the works of Rembrandt, Van Gogh, Picasso and Moore how artists use lines in different ways, to show shape, tone and texture. They do drawing exercises to use lines in ways which they may not have encountered before: continuous line drawings to show a piece of fruit and using multiple lines next to each other to show the contours of a hand. The children conclude the unit by studying how printing can create lines through the woodblock prints of Hokusai, in particular The Great Wave.