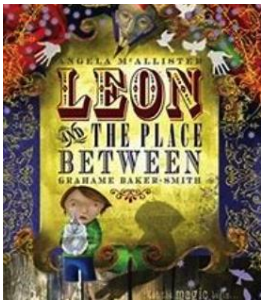
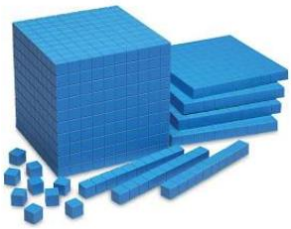
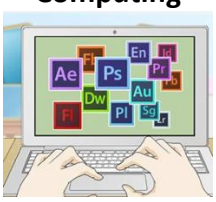
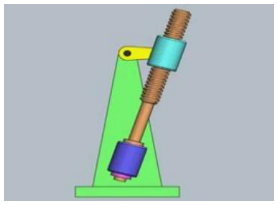
Beech Class Autumn Curriculum Overview

We will cover a range of topics in the following subjects during our first term in Year 3/4. The following information applies up until the Christmas holidays.

Subject	Focus	Things to do at home.
English 	We will begin the year looking at narrative, with a focus on story structure which will centre around unexpected events. This will lead into a further narrative unit with a focus on descriptive language. Our non-fiction focus will be around explanation texts, as well as a chance to create our own class dictionary. We will also be looking at different forms of poetry	Share stories regularly with your child and discuss what is happening. Ensure that they are only asked to read familiar sounds and words. Investigate some different non-fiction texts and see if you can find these features; photographs, headings, captions. Retell a traditional tale from another character's point of view.
Maths 	**Place Value** The children will start the year by looking at place value, moving onto written methods for addition and subtraction. They will be given regular opportunities to practise arithmetic skills previously learnt, as well as chance to apply new skills to reasoning and problem-solving tasks. In our fluency work, we will be focussing on the 4, 8, 3 and 6 times tables, and spotting patterns within and between these. **Times Tables Focus** Year 3: 3, 4 and 8 Year: 6,7,9,11, and 12	Working out change and total costs is a great way to practise addition and subtraction in context. Telling the time, reading scales and timetables will also support real life application. Encourage them to think of solutions to problems independently where possible and talk about their process.
Science 	**Light and Seeing** Children will be taught how we see objects and that we cannot see anything in complete darkness. Also, we will look at light from the sun and how it can damage our eyes. Finally, the children will develop an understanding of how shadows are formed on a surface.	Set up some shadow experiments at home to explore was possible factors affect the size of a shadow. We are looking at some very interesting topics in this science term, so hopefully the children will come home with lots of questions and ideas.

PSHE 	**Feelings & Emotions – Jealousy** Within this unit of work the children will be taught how to recognise and name emotions and their physical effects. They will know the difference between pleasant and unpleasant emotions and learn a range of skills to help cope with these situations.	Keep talking to your child as they settle back into school and help them name emotions, both their own and those of others.
Geography 	**Physical Processes – Water Cycle** Children will be taught about the water cycle and gain an understanding that it describes the movement of water on the surface and in the atmosphere of the Earth. **Rivers - Physical Features** We will begin this unit of work by developing an understanding of the 3 main features of a river, picking up key vocabulary along the way. Also, the children will be using atlases to locate and compare the five longest rivers of the world: Nile, Amazon, Yangtze, Mississippi and Yenisei.	Encourage your children to ask and answer more searching geographical questions when out on walks or experiencing rain 'How?' and 'Why? Look at maps and atlases and locate local, national and global rivers.
History 	**Stone Age to the Bronze Age** Through our study of the Stone Age, the children will be taught to describe changes that have happened to settlements, locations, food & farming as well as learning about ancient cultures and artifacts.	Encourage creative role play, including creating historically accurate characters, settings or even artefacts. Secondly, creating a timeline at home, which places the Stone Age to the Bronze Age, would be a brilliant visual aid to support their learning.
R.E 	**What do Christians learn from the Creation story?** Children will be taught to place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Further to this, we will explore links between Genesis and what Christians believe about God and Creation. **How do festivals and family life show what matters to Jewish people?** This unit explores the importance of the family and home in Judaism. We will cover some Jewish beliefs about God, sin and forgiveness and describe what they mean.	Share your beliefs and thoughts on how the world was created. Discuss as a family what significant life events you mark and why.

Art 	**Painting - Cave art** Children will create sketch books to record their obseravtions and use them to review and revisit ideas. Children will also learn about about great artists, craft makers, and designers and understand the historical and cultural development of art forms.	Children could practise art on a variety of natural materials like rocks, stones and pebbles. Also, the children could experiment with making their own paints using a range of natural ingredients.
Music 	**Mamma Mia!** As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits. **Stop!** All the learning is focused around the song Stop, which is a rap/song about bullying. The children will be taught about the interrelated dimensions of music through games, singing and composing.	Listen to music at home and talk about the language of music. How is it written? How is it recorded? How do we write music?
P.E 	**Dodgeball** Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. **Athletics** In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.	Ensure children have opportunities to practise these key skills. You could set up a skills circuit in the park/garden, which enable children to practice running, jumping and throwing techniques.
Spanish 	**Phonics** Pupils will be taught the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. **Musical Instruments** Pupils will be taught 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in Spanish.	Please encourage children to practice their learning at home. Each week we will focus on one key element of our learning, so ask them what they have learnt and enjoy practicing together.
Computing 	**Data Logging** In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. **Programming – repetition in shape** Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition.	Discuss IT in your home and how it is used in everyday life. What digital messages can you point out to them? How did they get the message cross? Why is the font size important?

D.T 	**Mechanisms – links and levers** Children will investigate, analyse and evaluate books and, where available, other products which have a range of lever and linkage mechanisms. This will all lead to the children designing, creating and evaluating their own lever mechanism.	When an opportunity arises, point out and discuss shell structures that you might encounter before we begin the unit of work. For example, bike helmets, tunnels, snail shells, food cans, boats and eggs.