



	Year Group: Y3/4			Year 2024-25	
TOPIC TITLE:	The Windrush [Caribbean migration]	Waste not want not [Food miles, plastic pollution, global citizenship]	Through the Ages [British history: Stone/Bronze/ Iron Age]	Poles Apart [Geography]	Romans on the Rampage! [British & local history]
	Autumn Term One & Two		Spring Term Three and Four		Summer Term Five and Six
Understanding English, communication and languages	<p><b>FOCUS:</b> Children use and apply their literacy skills confidently and competently in their learning and in everyday contexts. They convey ideas and opinions clearly and respond creatively and critically to a wide range of information and ideas.</p> <p>1. <b>listen attentively, talk clearly and confidently</b> about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively</p> <p>2. <b>read accurately and fluently to comprehend and critically respond</b> to texts of all kinds, on paper and on screen, in order to access ideas and information</p> <p>3. <b>write, present and broadcast</b> a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts</p> <p>4. <b>analyse, evaluate and criticise</b> a range of uses of language in order to draw out meaning, purpose and effect.</p>				
	<p><b>Suggested Genres</b> 6 units of narrative 2 units of poetry 1 unit of persuasion/letters 1 unit of information texts 1 unit of recount Instruction (across the curriculum) Playscripts: reading only (i.e. for guided reading)</p>		<p><b>Essential knowledge</b> a. how language is used to express, explore and share information, ideas, thoughts and feelings b. the power of language and communication to engage people and influence their ideas and actions c. how creativity and imagination are essential to making new meanings, exploring and experimenting with language and creating effects d. how languages work, their structures and conventions, variations in use and changes over time e. how languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times.</p>		
Mathematical Understanding	<p><b>Year 3</b> Place value Addition and subtraction Multiplication and division</p> <p><b>Year 4</b> Place value Addition and subtraction Perimeter Multiplication and division</p>		<p><b>Year 3</b> Multiplication and division Money Statistics Length Fraction Time</p> <p><b>Year 4</b> Multiplication Area Fractions Decimals Money</p>		<p><b>Year 3</b> Fractions Shape Time Money Mass Capacity</p> <p><b>Year 4</b> Decimals Geometry – Shape and angles Geometry – Position and Direction Money Time Statistics</p>
	<p>Christianity, Hinduism and Judaism</p> <p><b>Oxford Diocese Scheme of Work &amp; Big Questions:</b> 1. How do Hindus Understand God (Brahman)? 2. Does The Christmas Narrative Need Mary?</p>		<p>1. Is A Jewish Child Free To Choose How To Live? 2. Why Do Christians Call The Day Jesus Died 'Good Friday'?</p>		<p>1. What Kind Of World Did Jesus Want? 2. Does Prayer Change Things?</p>
Scientific and Technological understanding (SC / DT / Computing)	<p><b>Science:</b> <b>States of Matter:</b></p> <ul style="list-style-type: none"> <li>Grouping materials according to whether they are solids, liquids or gases and look at their characteristics. Explore how these states can change when heated or cooled. The process of evaporation.</li> </ul> <p><b>Living Things and their Habitats:</b></p> <ul style="list-style-type: none"> <li>Explore a variety of ways to identify, sort, group and classify living things.</li> <li>Learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications.</li> <li>Use and create classification keys to group, identify and name living things from the local habitat and beyond.</li> <li>Explore the problem that environments are subject to human-made and natural changes, and that these changes can have a significant impact on living things.</li> <li>Throughout the unit children work scientifically by gathering, recording and presenting information in different ways.</li> </ul> <p><b>DT: Waste Not, Want Not</b></p> <ul style="list-style-type: none"> <li>Repurposing unwanted items to create new ones specific to a new use. Working with textiles and plastic materials. Planning, designing, making, evaluating. Inspired by the work of Isatou Ceesay.</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>Word Processing – Focus on changing font, upper and lower case, text size, underlining and using bold, formatting text boxes.</li> <li>Searchers and Surfers - Internet Research – Safe use of the Internet, search engines, how the Internet Works.</li> </ul>		<p><b>Science:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>DT: Diet and nutrition, food preparation.</b></p> <ul style="list-style-type: none"> <li>Roots culinary experience visit.</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li></li> </ul>		<p><b>Science:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>DT: Ready, Aim, Fire!</b> Looking at Roman siege engines, understanding the science behind their launch power. Exploring, trialing, testing and modifying designs. <b>Continued:</b> building on knowledge built during first half of term – following instructions to acquire skills in carpentry with a view to constructing a more complex catapult. Investigating and selecting materials to add functional wheels. Testing, competing, evaluating.</p> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li></li> </ul>
	Historical, geographical and social understanding (Hist / Geog)	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li><b>Oceans</b> - We will ask questions which will allow us to explore what an ocean is, how deep our oceans are, why our oceans are important, what lives in our oceans, why they are under threat and how we can play an active part in protecting our oceans.</li> </ul> <p><b>History:</b> <b>Coming to England</b> – we will appreciate difference and diversity in the UK and the wider world and</p>		<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	

	<p>consider and debate our past and present relationships with the Caribbean. We will study the Empire Windrush and Caribbean migration.</p> <p>Who was Christopher Columbus and what role does he play in Caribbean history? How did slavery change life in the Caribbean islands? Why did people migrate to England from the Caribbean?</p>		
<p><b>Understanding the arts</b> (Art / MU)</p>	<p><b>Art: Coming From The Caribbean</b> Considering the power of colour applied in the form of Caribbean Batik artwork. Learn to appreciate naturally blended colours particularly when using media that is difficult to control i.e. watercolours, fabric dyes. Explore media used for 'colour resist' work on paper and fabric. Create a final piece of Batik artwork.</p> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Violins</li> </ul>	<p><b>Art: Through The Ages – Darkness And Light</b> Cave paintings provide a platform for exploring shade and tone and hue. Paint, pastel and charcoal will be used to recreate images seen in caves dating back to the Stone Age. A study of Stonehenge will inspire further charcoal work with a focus on darkness (shade) and light.</p> <p><b>Art: Fire and Ice</b> A study of colour will include work on shade, tint and hue (reinforcing previous learning for some pupils) and push our learning on to explore the colour wheel and the effects of selecting certain colours i.e. warm/cool. We will look at some works from Edvard Munch, Vincent Van Gogh and take inspiration from contemporary Arctic artists Ted Harrison. We will work with paint but move on to collaging tissue paper and acetate.</p> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Understanding physical development, health and wellbeing</b> (PE / PSHE)</p>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Netball</li> <li>• Hockey</li> <li>• Dance</li> </ul> <p><b>PSHE (SCARF):</b></p> <ul style="list-style-type: none"> <li>• Me and My Relationships</li> <li>• Valuing Difference</li> </ul>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>PSHE (SCARF):</b></p> <ul style="list-style-type: none"> <li>• Keeping Ourselves Safe</li> <li>• Rights and Responsibilities</li> </ul>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>PSHE (SCARF):</b></p> <ul style="list-style-type: none"> <li>• Being My Best</li> <li>• Growing And Changing</li> </ul>