

Beech Class – Autumn Term 2024
Overview of Learning

	First Half Term	Second Half Term
English	<p><u>Y3 Spelling</u> (Read, Write, Inc)</p> <ul style="list-style-type: none"> - Unit 1: Adding the prefixes dis- and in- - Unit 2: Adding the prefix im- to root words beginning with m or p - Unit 3: Adding the suffix -ous <p><u>Y4 Spelling</u> (Read, Write, Inc)</p> <ul style="list-style-type: none"> - Unit 1: Adding the prefix mis- - Unit 2: Words ending in <i>zhuh</i> spelt -sure - Unit 3: Adding the prefix auto- 	<p><u>Y3 Spelling</u> (Read, Write, Inc)</p> <ul style="list-style-type: none"> - Unit 4: Adding the suffix -ly - Unit 5: Words ending in -ture - Unit 6: Adding -ation to verbs to form nouns <p><u>Y4 Spelling</u> (Read, Write, Inc)</p> <ul style="list-style-type: none"> - Unit 4: Adding the suffix -ly - Unit 5: Adding the prefix inter- - Unit 6: Words with the <i>ay</i> sound spelt ei, eigh, ey
	<p><u>Writing</u> (CUSP)</p> <p>First person diary entries (2 weeks)</p> <ul style="list-style-type: none"> - recognise the difference between direct and reported speech - use devices for informal tone - write in the past tense from the first person perspective - use a range of sentence structures <p>Writing dialogue through narrative (3 weeks)</p> <ul style="list-style-type: none"> - know that historical texts can include historical references - know that inverted commas are used to punctuate direct speech - use editing strategies - use the third person perspective - use and sustain the past tense - carefully select vocabulary 	<p><u>Writing</u> (CUSP)</p> <p>Third Person Adventure Stories (3 weeks)</p> <ul style="list-style-type: none"> - know how to write in the third person perspective - recognise the progressive and simple past tense - Use a range of descriptive devices - plan and execute a third person adventure story - use a balance of dialogue and description to tell the story <p>News reports (2 weeks)</p> <ul style="list-style-type: none"> - know that the perspective is the viewpoint that something is written from - understand that the tense tells us when an event has happened - plan, draft and write a simple news report - include accurately punctuated direct quotations

	<p>Writing Performance Poetry (1 week) - recognise key poetic devices including alliteration, rhyme and repetition - know that intonation changes when we speak and perform - know that form helps convey the message in poems - prepare and perform narrative poems - show understanding through intonation, action, tone and volume - make connections between poems - critically review the performance of a poem</p>	
	<p><u>Reading (CUSP)</u></p> <p>Young, Gifted and Black by Jamia Wilson - know how to compare texts, finding similarities and differences between them - know that the purpose of a text is the message an author wishes to convey - be able to select phrases from a text to prove or disprove a statement - select evidence from a range of texts to validate an inference - recognise the difference between stated and implied information - select evidence from a text to justify an inference - make valid predictions based on stated or implied details - know that the opinions of a writer can be inferred from the language they use</p> <p>- know that texts can have a</p>	<p><u>Reading (CUSP)</u></p> <p>Operation Gadgetman by Malorie Blackman - know that foreboding is a sense that something bad is going to happen - recognise the difference between fact and opinion - explain how an author creates a sense of foreboding - be able to empathise with a character - know that subheadings guide the reader through the information in a non-fiction text - know how authors use descriptive language to create mood - use subheadings to retrieve and organise information - explain how authors create mood - compare texts by finding similarities and differences</p> <p>- know that poets use word</p>

	<p>range of purposes and audiences</p> <ul style="list-style-type: none"> - distinguish significant information in a text from supplementary details - identify and describe contrasts in language and tone 	<p>choice and structure to suggest meaning</p> <ul style="list-style-type: none"> - find similarities and differences in fiction and non-fiction - infer meaning from poetic devices
Maths	<p>Place Value</p> <ul style="list-style-type: none"> - using: Base 10, part-whole models, tens grids - including: partitioning, estimating, ordering, rounding and Roman Numerals <p>Addition and Subtraction</p> <ul style="list-style-type: none"> - using: Base 10, cubes, dice, 2-, 3- and 4-digit numbers - including: number bonds, estimating, partitioning, inverse operations, adding and subtracting 1s, 10s, 100s, and 1000s, adding and subtracting numbers with up to 4-digits, efficient methods 	<p>Addition and Subtraction (continued)</p> <ul style="list-style-type: none"> - using: Base 10, cubes, dice, 2-, 3- and 4-digit numbers - including: number bonds, estimating, partitioning, inverse operations, adding and subtracting 1s, 10s, 100s, and 1000s, adding and subtracting numbers with up to 4-digits, efficient methods <p>Multiplication and Division</p> <ul style="list-style-type: none"> - using: cubes, arrays, counters, number lines - including: inverse operations, multiplying and dividing by 2, 3, 4, 8 (Y3) and 3, 6, 9, 7 and 11 (Y4), arrays, multiplying by three numbers <p>Area</p> <ul style="list-style-type: none"> - including: counting squares, making shapes
Science	<p>States of Matter (CUSP)</p> <ul style="list-style-type: none"> - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature 	<p>Light (CUSP)</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things - know that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes

	<ul style="list-style-type: none"> - identify the part played by evaporation and condensation in the water cycle 	<ul style="list-style-type: none"> - recognise that shadows are formed when the light from a light source is blocked by an opaque object
History and Geography	<p>Achievements of an ancient civilisation: Ancient Egypt (CUSP) (4300 - 30 BC)</p> <ul style="list-style-type: none"> - Who were a few of the earliest civilisations and what did they achieve? - Who were the ancient Egyptians and where did they live? - The Old, Middle and New Kingdoms: who was significant and what did they achieve? - How and what did the ancient Egyptians write? - How did the ancient Egyptians use the River Nile? - What did the ancient Egyptians believe in? - What do we know about Tutankhamun? 	<p>Human and Physical Geography: Rivers (CUSP)</p> <ul style="list-style-type: none"> - What are the features of a river? - What's our local river? - What features can we see? - Where did it come from and where does it flow?
Art, Design and Technology	<p><u>Art and Design</u> Drawing and Painting (CUSP)</p> <ul style="list-style-type: none"> - experiment using a variety of materials to create different marks - mix colours and use different painting techniques including tonking, impasto and sgraffito. <p>Inspiration <i>The Postman</i> by Vincent Van Gogh</p> <p><u>Extra opportunity</u> To explore Egyptian Art (cartouches)</p>	<p><u>Design and Technology</u> Mechanisms - <i>How many ways are there to open a door?</i> (CUSP)</p> <ul style="list-style-type: none"> - investigate how hinges work - use a variety of materials and tools to make a hinged product

Modern Languages	<p style="text-align: center;">Spanish What's your name? Where do you live? Confidence in conversation Colours Use of a bilingual dictionary Christmas</p>	
Music	<p>I've been to Harlem - Pitch shape, ostinato, round, pentatonic, call-and-response</p>	<p>Chilled Out Clap Rap - Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest</p>
Physical Education	<p>Gymnastics (GetSet4PE) - develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences - demonstrate control in their behaviour to create a safe environment for themselves and others to work in - work independently and in collaboration with others - provide feedback in order to make improvements - develop performance skills considering the quality and control of their actions</p> <p>Ball Skills (GetSet4PE) - develop a variety of ball skills - develop tracking a ball when dribbling with hands, feet, throwing and catching and kicking - learn to select the appropriate skill for the situation <i>Taught by a qualified instructor (Mr Wilson)</i></p> <p>Cross Country - practise part of lessons</p>	<p>Dance (GetSet4PE) - create characters and narrative through movement and gesture - gain inspiration from a range of stimuli, working individually, in pairs and small groups - think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts - develop confidence in performing - opportunity to provide feedback and utilise feedback to improve their own work</p> <p>TAG Rugby (GetSet4PE) - develop understanding of the attacking and defending principles of invasion games - think about how they use skills, strategies and tactics to outwit the opposition - develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules. <i>Taught by a qualified instructor (Mr Wilson)</i></p>

PSHE	<p>Healthy and Happy Relationships</p> <ul style="list-style-type: none"> - being a good friend - solving friendship difficulties - resilience <p>(Discovery Education)</p>	<p>Similarities and Differences</p> <ul style="list-style-type: none"> - valuing and Respecting One Another - identity and diversity <p>(Discovery Education)</p>
Religious Education	<p>Key Question: <i>How do people express commitment to a religion/worldview in different ways?</i> (Norwich Diocese Enquiry)</p> <ul style="list-style-type: none"> - identify a range of ways in which religious belief can impact daily life - show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism - identify some similarities and differences in how people practise and express beliefs about commitment 	<p>Key Question: <i>What is the Trinity?</i> (Understanding Christianity - Incarnation)</p> <ul style="list-style-type: none"> - knowledge that God is trinity: Father, Son and Holy Spirit - identify the difference between ‘Gospel’ and a letter - know how Christians show their beliefs about God the Trinity in worship and in the way they live. - express some ideas of their own about what the God of Christianity is like
Computing	<p>Computing Systems and Networks - Connecting Computers (Teach Computing)</p> <ul style="list-style-type: none"> - develop understanding of digital devices, with an initial focus on inputs, processes, and outputs - begin by comparing digital and non-digital devices - introduction to computer networks that include network infrastructure devices like routers and switches 	<p>Computing Systems and Networks - The Internet (Teach Computing)</p> <ul style="list-style-type: none"> - apply knowledge and understanding of networks - appreciate the internet as a network of networks which need to be kept secure - learn that the World Wide Web is part of the internet - explore the World Wide Web - evaluate online content to decide how honest, accurate, or reliable it is

* CUSP - Curriculum with Unity Schools Partnership