

St. Andrew's CE VC Primary School 2024 - 2025

Curriculum Learning plan: Autumn Term 1 CYCLE A

Class: Year 3 & 4 Falcons

Learning Sequence	1	2	3	4	5	6	Final outcome:
Key question/ Focus							
English	To explore our class text. To review our learning of sentence structure and punctuation.	To explore, practise and use subordinate conjunctions in my writing. To use accurate verb tense: past, present and progressive continuous form. To use a range of adverbs.	To box up an example of the story. To create and plan a detailed draft. To rewrite a narrative of Stone Age Boy.	To explore a non-fiction text. To practise using apostrophes for singular possession.	To use apostrophes to show possession. To explore, practise and use noun phrases and expand them using modifying verbs.	To create a non-chronological report using skills taught in Term 1.	To rewrite a section of a narrative (Stone Age Boy) using subordinate conjunctions and ... To create a non-chronological report about stone age life, and skills used by Stone Age people.
Maths	Turns and angles – To recognise turns, angles and direction. To understand what an angle is. To recognise and compare different angles.	Place Value To recognise the value of each digit in a three or four digit number. To use different representation of place value. To read and write numbers in numerals and words.	Place Value To compare numbers up to 1000 or 10,000 To compare measurements using my knowledge of place value. To compare durations of events using place value.	Addition and subtraction To count from 0 in multiple of 50 and 100. To find 10 or 100 more than a number. To solve number and practical problems involving these ideas.	Addition and Subtraction Add and subtract numbers mentally, including: <ul style="list-style-type: none"> • A three-digit number and ones • A three-digit number and tens • A three-digit number and hundreds • Estimate the answer to a calculation and use inverse operations to check answers • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. • Add and subtract amounts of money to give change, using both £ and p in practical contexts 	Addition and subtraction To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction To estimate the answer to a calculation and use inverse operations to check answers To add and subtract measurements. To add and subtract amounts of money to give change, using both £ and p in practical contexts	To recognise, compare and understand the place value of numbers. To use a range of addition and subtraction strategies. To begin to understand and use multiplication and division using drawn and written methods.
Science Light	To recognise that they need light in order to see things, and that dark is the absence of light.	To notice that light is reflected from surfaces.	To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	To recognise that shadows are formed when the light from a light source is blocked by an opaque object.	To find patterns in the way that the size of shadows change.	<i>Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.</i>	To understand what light is, where it comes from and how it travels in space.
History Would you prefer to live in the stone or bronze age?	To recognise that prehistory was a long time ago and was the beginning of the history of mankind.	To use archaeological evidence to learn about prehistoric houses.	To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.	To explain how bronze transformed prehistoric life.	To understand the importance of trade during the Iron Age.	To compare settlements in the Neolithic and Iron Age.	To be able to articulate which historical period I would prefer to live in using historical evidence and reasoning.
Art Drawing: Growing artists	To recognise how artists use shape in drawing	To understand how to create tone in drawing by shading.	To understand how texture can be created and used to make art.	To apply observational drawing skills to create detailed studies.	To explore composition and scale to create abstract drawings.		
RE What do Christians learn from the creation story?	Can I place the concepts of God and creation within the Bible's 'big story'?	Can I make clear links between Genesis 1 and what Christians believe about God & creation?	Can I recognise that the story of the 'fall' explains why things go wrong in the World?	Can I describe what Christians do because they believe that God is the creator?	Can I describe how and why Christians might pray, say sorry & ask for forgiveness?	Can I ask questions and suggest answers about the importance of the creation story?	To understand the creation story and consider what lessons Christians learn from them.
PE Tag Rugby	To use space more effectively. To develop passing and catching techniques.	To show developing control when passing to another person using a variation of techniques. To catch and pass a ball with increasing accuracy.	To develop a wider range of evasion techniques.	To begin to use a wider variety of attacking & defending techniques & principles.	To combine a range of skills/ techniques in isolation or in a small game situation. To communicate, collaborate and compete as part of a small team.	To play a game competitively and fairly and begin to evaluate quality of play. To understand the concept of winners and losers in games.	To play in a series of small-sided games as part of a team.
	To describe how the body reacts at different times and how this affects performance. To explain why exercise is good for your health. To explain why it is important to warm up and cool down and give some reasons. To know the importance of strength and flexibility for physical activity.						

PE Swimming (2-week block - 10 swimming sessions)	All pupils attend swimming lessons each year in KS2. <ul style="list-style-type: none"> To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. 		Some children will achieve these skills before Year 6. These children will continue to attend swimming lessons in order. <ul style="list-style-type: none"> To refine their technique, stamina and speed across a range of strokes. To further develop their water skills 				To increase my confidence in the water. To understand water safety.
PSHE/RSHE Families and relationships	To recap what the subject of PSHE is and how we can help everyone to learn effectively in these lessons	To understand that friendships have ups and downs and that problems can be resolved (Y3) To begin to understand the impact of bullying (Y4)	To understand the impact of bullying and the responsibility of bystanders to help	To recognise that stereotypes are present in everyday life	To recognise that stereotypes exist based on a number of factors	To begin to understand the physical and emotional boundaries in friendships	To understand how to deal with friendship issues and identify bullying and its effects.
Music South Africa	To use musical vocabulary to explain the features of a ballad.	To explore how action can impact performance.	To plan a musical structure inspired by a story.	To create lyrics that match a melody.	To show awareness of style, structure and features to perform a ballad.	To understand what makes a song a ballad. To create and perform my own ballad.	
Computing Computing systems and networks	To recognise what a network is.		To demonstrate how information moves around a network.	To demonstrate how a website works.	To explore the role of a router.	To identify the role of packet data.	Do develop my confidence using technology to complete my work. To know how different computing systems and networks work.
French (KS2) Numbers Greetings	To greet someone and introduce yourself in French.	To use the correct French greeting for the time of day.	To ask and answer a question about feelings in French.	To perform a finger rhyme in French.	To recognise and name colour words.	To describe shapes by their colour.	To begin to hold short conversations in French.