



2022-2023 Termly Plan – CYCLE B

Teachers: Mr Gunn Term: 1 Class: Peacocks - Year 3/4

Learning to live, living to learn Concept links		Autumn: Our Locality Our Christian School Vision, Get Heartsmart, Creativity, Democracy,							
Enrichment activities		Happy Hartlip Day, Outdoor Learning Day [Please insert additional activities to support enrichment]							
	Topic/ Theme	Subject concepts /foci	Step by step learning of knowledge and skills progressing towards end points:						END POINTS
			1	2	3	4	5	6	Progression and outcomes
English	Change Story	Stone age boy	To make predictions To retell and respond to a story To use expanded noun phrases To describe a setting	Infer how a character may feel To infer what life was like for stone age people To write from the point of view of a character To use effective verb choice.	To recognise how a character acts and feels To improve a piece of writing To use alliteration To recognise what paragraphs are	To collate ideas for a story To plan a story	To write a story To complete a story.	To edit and improve my writing	I can write sentences about things I have done and things that others have done. I can write a long piece of text about a real event in one go , I can draft and write material such as instructions, using headings and sub-headings to organise my work. I can organise my non narrative writing so that it has headings and sub headings.
Maths	Place Value Number, Addition and Subtraction; Multiplication and Division.	Number Place Value Calculations	Represent numbers to 100	Hundreds Represent numbers to 1,000	Flexible Partitioning of numbers to 1,000	Number line to 1,000	Compare numbers to 1,000	Count in 50s Recap	I can count from 0 in multiples of 4, 8, 50 and 100 and I can find 10 or 100 more or less than a given number. I can read and write numbers to 1000 in numerals

			<p>Partition numbers to 100</p> <p>Number line to 100</p>	<p>Partition numbers to 1,000</p>	<p>Hundred, tens and ones</p> <p>Find 1, 10 or 100 more or less</p>	<p>Estimate on a number line to 1,000</p>	<p>Order numbers to 1,000</p>		<p>I can read and write numbers to 1000 in words</p> <p>I can solve number and word problems.</p> <p>I can count in multiples of 6, 7, 9, 25 and 1000.</p> <p>I can count backwards through 0 to include negative numbers</p> <p>I can solve number and practical problems that involve large positive numbers.</p> <p>I can read Roman numerals to 100 and know that the number system has changed to include 0 and place value.</p>
R.E.	<p>What do Christians learn from the creation story?</p>	<p>Creation Fall</p>	<p>God the Creator cares for the creation, including human beings. pt1</p>	<p>God the Creator cares for the creation, including human beings. pt2</p>	<p>As human beings are part of God's good creation, they do best when they listen to God.</p>	<p>The Bible shows that God wants to help people to be close to him — he keeps his relationships with them, gives them guidelines on good ways to live (such as the Ten</p>	<p>Christians believe God made our wonderful world and so we should look after it pt1</p>	<p>Christians believe God made our wonderful world and so we should look after it pt2</p>	<p>I can explain how God the creator cares for creation</p> <p>I can show how human beings are a part of God's creation</p> <p>I can show that the bible helps people to be close to God.</p> <p>I Understand that Christians believe God made the world.</p>

						Commandments).			
Science	Rocks: fossils, comparing	Rocks and fossils.	<p>To observe rocks closely and discover that they have different qualities and features</p> <p>To group rocks in different ways according to their observable features</p> <p>To be able to name 6 common rocks</p>	<p>To understand that rocks are formed in 3 different ways</p> <p>To devise comparative tests for rocks, record and evaluate observations and results</p>	<p>To collect evidence of the local bedrock and other rocks in the local area by doing a rock survey</p> <p>To use knowledge of the properties of rocks to determine why particular rocks were selected for different tasks</p>	<p>To discover the contribution to science of the great 19th century fossil hunter Mary Anning</p> <p>To understand the process of fossil formation and be able to describe it in simple terms</p>	<p>To investigate, discover and classify the different components of soil</p> <p>To gather evidence on how different soils can vary and suggest reasons for this</p>	<p>To recap on all our previous learning and vocabulary by playing a Rock, Fossil and Soil Quiz</p> <p>To work as a team to share learning with visitors by creating exhibits and activities</p>	Progression, outcomes and vocabulary are detailed on Science Information Sheet.
History (To be taught in Term ?)	Local: Changes in Britain - Stone Age Kent, fossils.	Stone Age	What does prehistory mean?	How did hunter-gatherers survive in the Stone Age?	What was Stone Age cave art?	What kind of sources tell us about the Stone Age?	What was Skara Brae?	Why are there so many mysteries about Stonehenge?	Progression, outcomes and vocabulary are detailed on History Information Sheet.

Art & Design (To be taught in Term ?)	Cave art	Using fingers to create art	What is cave art?	Why did stone age people create cave art?	How was cave art created?	Designing our own cave art	Creating cave art	Presenting cave art	Progression, outcomes and vocabulary are detailed on Art/Design Information Sheet.
R.H.E.	Get Heartsmart (Year 4 Church Curriculum)	GET HEARTSMART	Consequences	Growing characteristics	Who can we trust	Healthy family life	Healthy minds	<i>Stranger danger</i>	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities
Music	-What is Rock and Roll -Elvis Presley Hound Dog Harvest Rock and Roll	Beat/tempo/structure/ 12 bar structure - listening Pitch Melody Note Scat Rock and roll Little Richard Bill Haley	Listening to song Internalising the beat Beat activities-rolling balls	Listening for voices and instruments Beat activities. Singing Harvest Rock and Roll Moving in time	Counting in 12's Different actions for each section /instruments -singing harvest Rock and Roll with Hand Jive and other actions	Adding instruments to Harvest Rock and Roll- using rhythms of words Listening to other rock and roll artists Little Richard- Tutti	See Singup Rockpool Rock PPT Adding instruments for an intro on untuned percussion	Putting it all together and performing in a performance assembly	I can -listen with concentration - recognise a range of instruments -I can sing as part of an ensemble - I can find the pulse in music I can use musical language to describe music -improvise on one note -say who Elvis was and that he played Rock and Roll music

						Frutti-scat singing			
	What is Rock and Roll -Elvis Presley Hound Dog Harvest Rock and Roll	Beat/tempo/ structure/ 12 bar structure	Listening to song Internalising the beat Beat activities-rolling balls /doing actions	Listening for voices and instruments Beat activities. Singing Harvest Rock and Roll Moving in time	Counting in 12's Different actions for each section /instruments -singing harvest Rock and Roll with Hand Jive and other actions	Adding instruments to Harvest Rock and Roll- using rhythms of words Listening to other rock and roll artists Little Richard- Tutti Frutti-scat singing	See Singup Rockpool Rock PPT Adding instruments for an intro on tuned percussion	Putting it all together and performing in a performance assembly	I can -listen with concentration - recognise a range of instruments -I can sing as part of an ensemble - I can find the pulse in music I can use musical language to describe music -improvise on one note -say who Elvis was and that he played Rock and Roll music
P.E.	Competitive Games	Tennis	1. To throw a ball to a partner correctly and with accurately 2. To move around with	1. To use a tennis racket to move a tennis ball around the playground 2. To perform a variety	1. To understand the action we use when playing a tennis shot 2. To be able to push the	1. To hit the tennis ball with a racket correctly 2. To be able to hit a	1. To continue to hit a tennis ball with a racket Correctly 2. To aim tennis shot towards a target	1. To be able to perform a rally with a partner 2. To be able to hit the ball over a net	I can understand the tactics used against me by others. I can call upon a range of skills and abilities to perform well in different sports / games. I can hit a ball using a range of different bats both accurately and for distance.

			the ball using your hands keeping it under control	of skills using a tennis racket	ball with a tennis racket along the floor	tennis ball to a partner			
Computing	Input and output devices, zoom, microscopes in science	Coding – Scratch (Kodable lessons – introduction to coding (yr3), sequence 1&2) Scratch lessons 1-12 – coding for Kids book)	Write the code to move a sprite.	Use script to control a sprite	Make a character dance.	Use the If statement.	Move a sprite using the keyboard.	Use a variable.	I can produce a simple program that completes a given task. I can explain how simple algorithms solve a given problem I can break programs up into smaller parts.