Autumn Term 2025

Context for Learning

The Stone Age

Year 3/4

Mathematics

White Rose Maths

Place Value
Addition and Subtraction
Multiplication and Division (A)

Measurement: area

Length and Perimeter

Mass and Capacity

RE & PSHE

Where do many religious beliefs come from? (Christianity, Judaism and Buddhism)
What do we mean by truth? Is seeing believing? (Christianity, Buddhism and Humanism)

Core theme 1, Unit 6: Safety
Core theme 3, Unit 1: Rules and responsibilities
Core theme 2, Unit 5: Friendship
Core theme 1, Unit 5: Loss/separation

English

Stone Age Boy (Diary, information, narrative)

The Lost Thing – Shaun Tan (narrative, recount, playscript, persuasion, menu)

Science

Forces – What makes things move?

Electricity – How does electricity make things work?

History

How did life change for the Ancient Britons during the Stone Age?

What is the secret of the Standing Stones?

Design & Technology

Electrical systems: torches

PE

Football

Art & Design

Sculpture and 3D: abstract shape and space

Music

Overture

Noel, Noel!

Languages

German:

Describing me and others

Talking about things and things to do

Computing

Internet safety
Computing systems and networks– connecting computers

Creating media – Stop-frame animation

Geography

Beyond the magic kingdom

Endpoints of Learning

Mathematics

Place Value

Year 3

- Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)
- Count from zero in multiples of 4, 8, 50 and 100
- Read and write numbers up to 1,000 in numerals and in words
- Identify, represent and estimate numbers using different representations
- Find 10 or 100 more or less than a given number
- Compare and order numbers up to 1,000
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Year 4

- Identify, represent and estimate numbers using different representations
- Count in multiples of 6, 7, 9, 25 and 1,000
- Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones)
- Find 1,000 more or less than a given number
- Order and compare numbers beyond 1,000
- Round any number to the nearest 10, 100 or 1,000
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value

Addition and Subtraction

Year 3

- Add and subtract numbers mentally, including: a 3-digit number and ones; a 3-digit number and tens; a 3-digit number and hundreds
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers

Year 4

- Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Multiplication and Division (A)

Year 3

- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
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Year 4

- Recall multiplication and division facts for multiplication tables up to 12 × 12
- Recognise and use factor pairs and commutativity in mental calculations
- Count in multiples of 6, 7, 9, 25 and 1,000
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

Area

Year 4

- Find the area of rectilinear shapes by counting squares

Length

Year 3

- Measure the perimeter of simple 2-D shapes
- Measure, compare, add and subtract lengths (m/cm/mm)

Year 4

- Convert between different units of measure
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Mass

Year 3

- Measure, compare, add and subtract mass (kg/g)

Year 4

- Convert between different units of measure

Capacity

Year 3

- Measure, compare, add and subtract volume/capacity (l/ml)

Year 4

- Convert between different units of measure

English

Stone Age Boy

- make predictions based on what is implied
- identify how structure, presentation and punctuation can contribute to meaning
- explore character through drama
- identify the features of a diary
- write a diary entry using a range of features.
- retrieve and record information
- write a diary entry from a different viewpoint
- write a description using expanded noun phrases
- predict what might happen from details stated and implied
- write from a character's viewpoint
- extend a range of sentences with more than one clause, using a range of conjunctions
- make comparisons between the book and their own life
- plan a story based on one read
- research information to add detail to a plan.
- create a character for a story
- use direct speech punctuated correctly with inverted commas
- use my plan to write a story
- evaluate and edit my story in order to improve it
- consider different viewpoints, attending to and building on the contributions of others

History

History

How did life change for the Ancient Britons during the Stone Age?

- Describe the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then
- Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age
- Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today
- Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age
- Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required
- Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence)
- Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age

What is the secret of the Standing Stones?

- Describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain
- Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age
- Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer
- Explain why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain
- Identify, describe and explain the purpose of monuments, both historically and modern day
- Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout
- Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale
- Demonstrate understanding through explaining the significance of a monument either in the local area and/or a monument of global importance
- Suggest and describe possible additional wooden and cloth features to the stone monuments at Merrivale and justify their selection
- Empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age

- Based on knowledge with some additional research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief.

Science

Forces

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing

Working Scientifically: Explaining Science and Designing Experiments

Year 3

- I remember science words I have used before
- I begin to use science models to describe
- I add science labels and information to diagrams
- I predict cause and effect (science prediction)
- I identify cause and effect in an investigation
- I suggest a suitable data range for the cause variable

Year 4

- I remember and use science words correctly
- I use science models to describe
- I annotate diagrams to help describe and explain
- I predict a trend (relationship prediction)
- I plan investigations by selecting variables to change

- I suggest a data range and interval for the cause variable

Electricity

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors

Working Scientifically: Explaining Science and Making Conclusions

Year 3

- I remember science words I have used before
- I begin to use science models to describe
- I add science labels and information to diagrams
- I describe simple patterns in charts and graphs
- I describe my results by linking cause and effect

Year 4

- I remember and use science words correctly
- I use science models to describe
- I annotate diagrams to help describe and explain
- I describe simple patterns, trends and relationships
- I describe trends and use science models to explain

Computing

Connecting Computers

- Explain how digital devices function (input, output and passwords)
- Recognise how digital devices can change the way we work
- Understand how a computer network can be used to share information
- Know how digital devices can be connected and recognise the physical components of a network

Stop Frame Animation

- Explain that animation is a sequence of drawings or photographs
- Know how to create an effective flip-book style animation
- Understand how to relate animated movement with a sequence of images
- Know how to plan an animation
- Know how to review and improve an animation including adding media to the animation

Art

Drawing: growing artists

- Use shapes identified within in objects as a method to draw.
- Create tone by shading.
- Achieve even tones when shading.
- Make texture rubbings.
- Create art from textured paper.
- Hold and use a pencil to shade.
- Tear and shape paper.
- Use paper shapes to create a drawing.
- Use drawing tools to take a rubbing.

- Make careful observations to accurately draw an object.
- Create abstract compositions to draw more expressively

Design and Technology

Pavilions

- Produce a range of free-standing frame structures of different shapes and sizes
- Design a pavilion that is strong, stable and aesthetically pleasing, including a range of materials to create a desired effect
- Select appropriate materials and construction techniques to create a stable, free-standing frame structure for the pavilion which clearly reflects the design
- Select appropriate materials and techniques to add cladding to their pavilion which clearly reflects the chosen theme and the design criteria

Music

Strike up the Band! Unit B

Year 3: Guitar

- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes
- Copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow.

Year 4: Glockenspiel

- Read and perform pitch notation within a defined range (C-G)
- Follow and perform simple rhythmic scores to a steady beat. Maintain individual parts accurately.

Joseph Bologne, Chevalier de Saint-Georges

Year 3

- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Understand the terms stave, staff, lines, spaces and clef. Use dot notation to show higher or lower pitch. Understand the differences between crotchets and paired quavers.

Year 4

- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Understand the differences between minims, crotchets, paired quavers and rests
- Read and perform pitch notation within a defined range (5 notes)

R.E.

<u>Where do many religious beliefs come from?</u>

- Identify the Bible as a source of authority for Christians.
- Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs.
- Identify the crucifixion of Jesus as an event which has shaped Christian belief.
- Describe how individuals, communities, society and experiences can shape beliefs.

<u>What do we mean by truth? Is seeing believing?</u>

- Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism.
- Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof.

- Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts.

PSHE

- Show awareness of issues affecting communities and groups.
- Reflect on the impact of people's actions on others.
- Recognise and respond to issues of safety relating to themselves and others and how to get help.
- Begin to make responsible choices and consider consequences.
- Behave safely and responsibly in different situations.
- Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- Know and understand the terms 'discrimination' and 'stereotype'.
- Challenge stereotypes relating to gender and work.
- Recognise the importance of local organisations in providing for the needs of the local community.
- Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally.
- Work independently and in groups, taking on different roles and collaborating towards common goals.
- Recognise how new relationships may develop.
- Know how to recognise the difference between isolated hostile incidents and bullying.
- Recognise how attitude and behaviour, including bullying, may affect others.
- Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying.
- Talk about views on issues that affect the class.
- Identify strategies to respond to negative behaviour constructively and ask for help.
- Understand the nature and consequences of negative behaviours such as bullying, aggressiveness.
- Understand what self-esteem is and why it is important.
- Know how to communicate their opinions in a group setting.
- Empathise with another viewpoint.
- Understand the terms 'resilience' and 'persistence' and why these character traits are important.
- Work and play independently and in groups, showing sensitivity to others.
- Respond to challenges, including recognising, taking and managing risk.

- Face new challenges positively and know when to seek help.
- Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- Know how to recognise bullying behaviour.
- Work co-operatively, showing fairness and consideration to others.
- Recognise right and wrong, what is fair and unfair and explain why.
- Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- Develop strategies for managing and controlling strong feelings and emotions.
- Recognise how their behaviour and that of others may influence people both positively and negatively.

Geography

Beyond the magic kingdom

- Identify, describe and explain the function and attraction of theme parks around the world and in particular the Magic Kingdom in Florida
- Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida
- Describe and explain the historical significance of the Maya civilisation and suggest reasons for its catastrophic end
- Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world
- Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world
- Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location
- Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future
- Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours
- Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida
- Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage
- Locate, describe and explain why the Everglades are a National Park.

German

Describing me and others

- Describing what things are like
  - Negation with nicht + adjective, adverb
  - Negation with nicht + definite article + noun
  - Subject-verb inversion yes/no questions
- Welcome, Friendship sentences
  - Possessive adjectives mein, dein
- Talking about possessions
  - Negation with nicht + possessive adjectives
  - Negation with nicht + proper nouns
  - Possessive adjectives mein, dein

Talking about things and things to do

- Donating items to a charity sale
  - to have - I have, s/he, it has
  - haben - ich habe, er, sie, es hat
  - definite articles (Row 2 accusative)
  - den, die, das
  - Compound nouns
- What you have at home
  - to have - I have, you have
  - haben - ich habe, du hast
  - indefinite articles (accusative)
  - einen, eine, ein
  - Negation with kein + noun (keinen, keine, kein)
- Talking about favourites
  - to have - I have, you have, s/he has
  - haben - ich habe, du hast, er/sie/es hat
  - Subject-verb inversion yes/no questions
  - Negation with nicht + adjective | kein + noun

- Activities in school
    - Present tense - weak verbs (singular persons - I, you, s/he, it)
    - Infinitive and s/he, it
- Activities at home
    - Present tense - weak verbs (singular persons - I, you, s/he, it)
    - Ich and du

PE – Invasion Games (Hockey)

To develop our ability to keep the ball under control, both when running straight and when changing direction
To know the key teaching points of a straight dribble and be able to performing this in increasingly challenging situations
To learn how to perform a basic push pass in hockey over a short and longer distance
To develop our ability to pass and stop the ball successfully in challenging situations
To develop our ability to link passing and dribbling skills with a partner.
To learn about the most appropriate times to pass and dribble the ball in a game situation
To learn how to perform a safe and effective block tackle
To be able to apply tackling skills into a game situation, being aware of basic rules.
To develop our understanding of the difference between attacking and defending positions in hockey
To start to think about ways in which we can recognise our strengths and weaknesses within attack and defence
To work alongside others to apply mini attacking strategies (e.g using width) to game situations
To be able to highlight the strengths and weaknesses within our team and suggest ways we can improve

Racket Sports – Tennis

Be able to demonstrate the 'ready position' and forehand position
Be able to give 2 reasons why Ready position helps to react to the ball.
Be able to move quickly from the ready position when returning a ball with a forehand shot
Be able to move quickly from the ready position when returning a ball with a forehand and backhand shot
Be able to demonstrate the serve
Be able to give teaching points for the serve.
Be able to play a game, applying the rules and using forehand and backhand shots to outwit an opponent.