

Year 3/4 Medium Term Plan Autumn Term 2024/2025

Theme	The Stone Age National Curriculum Objectives	Milestones / Skills	Overview of learning
Maths	The children will follow the curriculum with daily lessons in Maths groups linked to the White Rose Maths Scheme of Learning. Topics covered include: Place Value Addition and Subtraction Multiplication and Division Area (Y4)		
English	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Narrative - Setting / Character / Action / Suspense (How to Train your Dragon/The Witches/Stone Age Boy) • Non-fiction - Instructions (How to Train your Dragon) • Non-fiction - recount / diary - Stone Age Boy • Poetry - Cinquains 		The children will follow the curriculum with daily reading, writing and spelling (including phonics) lessons. Handwriting will link to the weekly spelling rules.
Science	Science - Rocks and Soils ♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣ recognise that soils are made from rocks and organic matter States of Matter ♣ 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 at which this happens in degrees Celsius (°C) ♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<ul style="list-style-type: none"> • (Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • To investigate 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. 	Linked to our topic children will be learning about rock formations and their properties. Children will develop their understanding and investigate how solids, liquids and gases can change.

	<p>To work scientifically</p> <p>Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>	<ul style="list-style-type: none"> • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>To work scientifically</p> <ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. • Gather, record, classify and present data in a variety of ways to help in answering questions. 	
<p>Geography</p>	<p>Human and Physical Geography</p> <p>Human geography, including: settlements and land use links to Stone Age</p> <p>Explain own views about locations, giving reasons.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use a range of resources to identify the key physical and human features of a location. • Human geography, including: settlements and land use. 	<p>This term, the children will study human geography focusing on settlements and land use. We will link this to our topic of the Stone Age.</p>

	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		
History	<p>The Stone Age</p> <p>Changes in Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations;</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>To investigate and interpret the past • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.</p> <p>To understand chronology • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.</p> <p>To communicate historically • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>This term, we will be going back in time to the Stone Age era. Children will be place these times on a timeline and relate to today. They will discuss how times have changed and the similarities and differences between living in those times and now. Children will develop skills such as collecting evidence, researching facts, using sources and grouping information.</p>
Art	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques - Clay & Drawing - Dragon's eyes,</p> <p>About great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language • Use clay and other mouldable materials. • Replicate patterns observed in natural or built environments • Use hatching and cross hatching to show tone and texture 	<p>This term, the children will study Stone Age cave paintings. Linked to 'How to Train your Dragon' the children will draw dragon eyes and sculpt an eye from clay.</p>

<p>Music</p>	<p>Charanga- Unit: Glockenspiel Stage 1/2</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Unit: The Dragon Song</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • • Pronounce words within a song clearly. • • Show control of voice. • • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Compose and perform melodic songs. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Understand layers of sounds and discuss their effect on mood and feelings. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel</p> <p>Dragon Song - This is a song about kindness, respect, friendship, acceptance and happiness.</p>
<p>DT</p>	<p>Mechanisms sliders, levers and linkages. Wheels and axles</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Make - select from and use a wider range of tools and equipment to perform practical tasks accurately • Evaluate - investigate and analyse a range of existing products 	<ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product • Design with purpose by identifying opportunities to design. • Make products by working efficiently • Refine work and techniques as work progresses, continually evaluating the product design. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. 	<p>Our DT this term will link to our science topic of 'Forces'. Children will make products efficiently, refining work and evaluating the process.</p>

	<ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products 		
Computing	<p>Computer Systems and Networks</p> <p>Creating Media: Audio Editing</p> <ul style="list-style-type: none"> - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information 	<ul style="list-style-type: none"> - Give examples of the risks posed by online communications. - Understand how online services work. - Understand that comments made online that are hurtful or offensive are the same as bullying. - Use specified screen coordinates to control movement. - Set the appearance of objects and create sequences of changes. - Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally - Understand the term 'copyright'. 	<p>Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, they will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p> <p>In the second unit, children will identify the input device</p>

			<p>(microphone) and output devices (speaker or headphones) required to work with sound digitally. They will discuss the ownership of digital audio and the copyright implications of duplicating the work of others.</p>
<p>MFL</p>	<p>Phonics 1 & 2</p> <p>Ancient Britain</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> • Demonstrate a growing vocabulary • Use a translation dictionary or glossary to look up new words. • Express personal experiences and responses. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. <p>Overview of Learning: Ancient Britain In this unit the children will learn how to: • Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). • Name in French, the six key periods of ancient Britain, introduced in chronological order. • Be able to say in French three of the types of people who lived in ancient Britain. • Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. • Name the three types of dwellings people lived in during the stone age, bronze age and iron age.</p>	
<p>RE</p>	<p>Hinduism - How do people express commitment to a religion/world view in different ways?</p> <p>Understanding Christianity - The Gospel</p> <p>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians believe</p>		

	<p>Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice</p>		
<p>PSHE</p>	<p>RELATIONSHIPS / HEALTH AND WELLBEING What keeps us safe?</p> <ul style="list-style-type: none"> • How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services <p>How can we be a good friend?</p> <ul style="list-style-type: none"> • How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 		
<p>PE</p>	<ul style="list-style-type: none"> • Play competitive games, modified where appropriate • use running, jumping, throwing and catching in isolation and in combination • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety: Oak Class</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	<p>Games:</p> <ul style="list-style-type: none"> • To choose appropriate tactics to cause problems for the opposition. • To use the terms 'opponent' and 'team-mate'. • To throw and catch a ball with control and accuracy. • To hold the ball with the correct hand grip and position. • To learn the rules of the game. • To maintain possession of a ball, using either feet or hands (as appropriate). • To learn and develop shooting techniques (i.e. through a hoop or in a goal). • To pass to team mates at appropriate times. • To lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Swimming - Oak • Gym - Silver Birch and Holly • SCS lessons (GYMNASTICS) • Yoga • Football - Silver Birch, Holly • Invasion games - Tag Rugby

- To apply basic principles suitable for attacking and defending.
- To play competitive games, modified where appropriate.
- To use running, throwing, jumping and catching in isolation and in combination.

Football (FITC)

- Dribble with small touches into space with growing confidence.
- Send a football to someone on the team, using different parts of foot.
- Keep a ball under control when receiving a range of passes.
- Understand where space is on a pitch and move into it.
- Mark another player and begin to intercept.
- Mark another player and defend the ball.

Dance:

- To plan, perform and repeat sequences.
- To move in a clear, fluent and expressive manner.
- To refine movements into sequences.
- To create dances and movements that convey a definite idea.
- To change speed and levels within a performance.
- To change rhythm and direction within a sequence.
- To develop physical strength and suppleness by practising moves and stretching.
- To perform dances using a range of movement patterns.
- To create and practise moves to convey a mood or feeling.
- To perform a pair or group dance, involving independent, canon and unison sequences.

Gymnastics:

- To plan, perform and repeat sequences.
- To move in a clear, fluent and expressive manner.
- To refine movements into sequences.
- To show changes of direction, speed and level during a performance.
- To travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- To develop flexibility and strength, by using control and balance.
- To create and perform longer and more complex matching/mirroring sequences, giving feedback on how to improve.
- To transition from a shape/travel/roll/jump to a balance, with good body control.
- To begin to share ideas and give positive criticism/advice.

Swimming:

- To breathe while swimming by turning head to the side.
- To develop pool safety skills and how to behave in the water.
- To blow bubbles with face in water.
- To develop stamina when treading water.
- To kick legs with increasing strength to balance the body.
- To hold a horizontal body position when swimming
- To propel body through the water using smooth forward/backwards arm movements
- To swim at the surface and below the water.
- To swim competently, confidently and proficiently over a distance of between 25 and 50 metres unaided.
- To begin to use different strokes.

		<ul style="list-style-type: none">• To coordinate breathing as appropriate for the stroke being used.• To perform self-rescue in a water-based situation.• To swim fluently with controlled strokes.	
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