

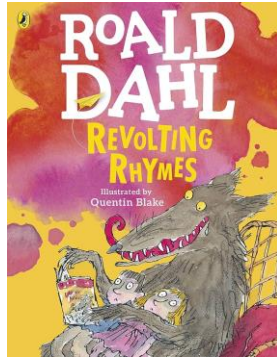


# Eagles Class – Autumn 1, 2024

English	Maths	Science
<p><b>Heroes and Villains</b></p> <p><b>Inside the Villains:</b></p>  <p>Fiction: Children create own inside the villain’s book, including character descriptions and pop-up pages.</p> <p>Non-fiction: Create an information booklet for your villain.</p> <p><b>The true story of the three little pigs:</b></p> 	<p><b>Place Value – Addition and Subtraction</b></p> <p><b>Year 3:</b> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.            Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).            Compare and order numbers up to 1000.            Identify, represent and estimate numbers using different representations.            Read and write numbers up to 1000 in numerals.            Read and write numbers up to 1000 in words.            Solve number problems and practical problems involving these ideas.            Add and subtract numbers mentally, including a three-digit number and ones.,            Add numbers with up to three digits using the formal method of columnar addition.            Add and subtract numbers mentally, including a three-digit number and tens.            Subtract numbers with up to three digits using the formal method of columnar subtraction. Add and subtract numbers mentally, including 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.</p> <p><b>Year 4:</b> Count in multiples of 6, 7, 9, 25 and 1000.            Find 1000 more or less than a given number.</p>	<p><b>Rocks</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p><b>Animals including Humans</b></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>

Create a twisted fairy tale using this story as a model e.g. Little Red Riding Hood (re-read Little Red)

**Roald Dahl's Revolting Rhymes:**



Children write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Children write a character description, using adjectives to describe nouns.

Planning and structuring writing with the audience in mind, including using fronted adverbials.

Count backwards through zero to include negative numbers.

Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).

Order and compare numbers beyond 1000.

Identify, represent and estimate numbers using different representations including measures.

Round any number to the nearest 10, 100 or 1000.

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

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.

Add numbers with up to four digits using the formal method of columnar addition.

Estimate and use inverse operations to check answers to a calculation.

Subtract numbers with up to four digits using the formal method of columnar subtraction.

Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Reading	Geography	PSHE	Art
<p><b><i>The Witches</i></b></p> <p>Exploring vocabulary, inference, prediction, explanation, retrieval, and summarising.</p>	<p><b><i>Rivers</i></b></p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p> <p>Explain about key natural resources e.g. water in the locality.</p> <p>Explore weather patterns around parts of the world.</p>	<p><b><i>Me and my relationships</i></b></p> <p>Explain why we have rules. Identify people who they have a special relationship with.</p> <p>Define and demonstrate cooperation and collaboration.</p> <p>Identify qualities of friendship.</p> <p>Suggest reasons why friends sometimes fall out.</p> <p>Express opinions and listen to those of others.</p> <p>Consider others' points of view. Understand that no-one has the right to force them to do a dare.</p> <p>Explain some of the feelings someone might have when they lose something important to them.</p>	<p><b><i>Charcoal</i></b></p> <p>To learn that when we draw, we can use gestural marks to make work.</p> <p>To learn that when we draw, we can use the expressive marks we make to create a sense of drama.</p> <p>To learn that when we draw, we can move around.</p> <p>To learn that when we draw, we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</p>

R.E.	P.E	Music	Computing
<p><b><i>How and why has Christian practice changed over time?</i></b></p> <p>Children will explore the following questions:</p> <p>What was the Early Church?</p> <p>How did the Church spread over the known world?</p> <p>What happened in Medieval Churches?</p> <p>What is reformation?</p> <p>What do we mean by a missionary Church?</p> <p>What is Church like today?</p> <p>Link: Judaism</p>	<p><b><i>Ball sports</i></b></p> <p>Pass a ball from chest height to a partner.</p> <p>Apply skills and tactics in combination with a partner or as part of a group / team.</p> <p>Cricket skills.</p>	<p><b><i>I've been to Harlem</i></b></p> <p>Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a pentatonic ostinato.</li> <li>• Sing a call-and-response song in groups, holding long notes confidently.</li> <li>• Play melodic and rhythmic accompaniments to a song.</li> <li>• Listen and identify where notes in the melody of the song go down and up</li> </ul>	<p><b><i>Coding</i></b></p> <p>Design, write and debug programs that control or simulate virtual events.</p> <p>Use logical reasoning to explain how some simple algorithms work.</p> <p>Decompose programs into smaller parts.</p> <p>Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software, systems and content that accomplish given goals.</p>