

Useful Websites:

- <https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zfg9bqt>
- <https://www.theschoolrun.com/homework-help/stone-age>

PE

- Children should wear their P.E. kit to school on their P.E. day (Year 3/4 and Year 4 Tuesday, Year 3 Wednesday)
- Please ensure that children have a black jacket and black jogging bottoms/black shorts for PE to accompany the normal plain white cotton t-shirt (round-neck), socks and trainers, not football boots.
- Earrings must be removed for PE lessons, please remove them prior to the day.
- **Swimming:** Year 4 children in both classes will take part in swimming lessons every Tuesday afternoon. Please send children with their swimwear and towel on this day.

Important dates:

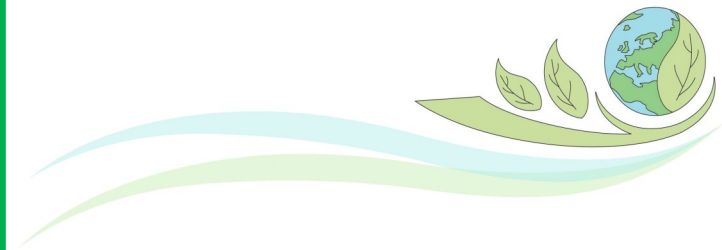
- **Year 3/4 Class Assembly** - Wednesday 5th October
- **Year 4 Class Assembly** - Wednesday 18th October
- **Year 3 Class Assembly** - Wednesday 29th November
- **PTA Colour Run Event** - Friday 22nd September
- **LKS2 Curriculum Evening** - Wednesday 27th September
- **Artsmark Day** - Tuesday 3rd October
- **Consultation Evenings** - Wednesday 25th October & Thursday 26th October
- **Harvest Festival** - Thursday 26th October

Dane Royd Junior & Infant School

Year 3 & 4

Autumn 1

Curriculum Booklet



As readers and writers we will be learning to ...

- use dictionaries and thesauruses to improve our word choices.
- write a short narrative based on the text, 'Stone Age Boy'.
- identify nouns and verbs within sentences, and use appropriate choices of these to create meaningful sentences.
- identify nouns and verbs within compound and complex sentences.
- write a diary entry, focusing on writing in the correct tense and person throughout.

As scientists we will be learning to...

- identify different forces in action and how these can be balanced or unbalanced.
- compare how objects move on different surfaces when friction is created.
- 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.

As creative learners we will...

- draw using tone to create a 3D effect, and explore proportion and tone when drawing.
- use shading techniques to create pattern and contrast and work collaboratively to develop drawings into prints.

As linguists we will be learning to ...

- Y3 - learning numbers 1 -10 and classroom commands as well as asking and answering questions in French.
- Y4 - describing a monster using key body parts and colours in relation to the French story – Va t'en Monstre Vert.

As mathematicians we will be learning to ...

- recognise the place value of each digit in 3 and 4 digit numbers.
- find 10, 100 and 1000 more/less than a given number.
- solve number and practical problems involving place value.
- mentally add and subtract 3 and 4 digit numbers.
- use the written methods for addition and subtraction.
- recall our multiplication and division facts at speed.

As historians we will be...

- learning how some of the earliest human civilisations survived using the land they lived on.
- comparing the daily lives of a Stone Age human with our own daily routine, discussing similarities and differences.
- discovering why 'Grimes Graves' is such an important archaeological discovery.
- using primary sources of evidence to find out about and describe the first settlers' daily lives.
- recognising the importance of the 'Cheddar Man'.
- understanding when Skara Brae was discovered and why it is important to help us to understand Stone Age life.
- discovering who the Beaker People were.
- exploring the mystery of Stonehenge.

As mindful learners we will...

- learn how to make people feel welcome and valued when part of a group.
- understand who is in our school community and the role we play.
- learn how democracy works through the school council and within school.
- understand how our actions affect myself and others.
- take on a role in a group and contribute to the overall outcome.