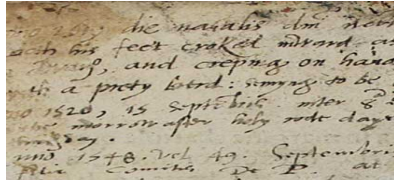




# Medium Term Planning 2019-2020

Year Group: Year  
3/4  
Term: Autumn  
Topic: Tudors



**RE**

Family  
Sacrament of Reconciliation  
Loving  
Other faiths – Judaism

Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.

Describe, with increasing detail and accuracy:  
a range of religious beliefs, those actions of believers which arise as a consequence of their beliefs, the life and work of key figures in the history of the People of God, different roles of people in the local, national and universal Church, religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Make links between:  
beliefs & sources, giving reasons for beliefs,  
beliefs & worship, giving reasons for actions and symbols, beliefs & life, giving reasons for actions and choices.

Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.

Make links to show how feelings and beliefs affect their behaviour and that of others.

**English**

Class Novel: 'My Friend Walter' (Michael Morpurgo)

Reading - Whole class guided reading: vocabulary questions, inference questions, general questions

To read aloud and to understand the meaning of new words they meet.

To listen to and read a wide range of fiction, poetry, plays, non-fiction and reference books.

To draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

Writing – basic skills, historical story, description, diary entry, biography

To plan, write and edit writing in line with given genres.

To organise paragraphs around a theme.

Proofread for spelling and punctuation errors

SPAG – conjunctions, expanded noun phrases, determiners, direct and reported speech, prefixes/suffixes, adjectives, adverbs, focus on vocabulary.

To extend a range of sentences by using conjunctions.

To use and punctuate direct speech.

Use conjunctions, adverbs and prepositions to express time and cause.

**Maths**

Place value - recognise and order numbers, read Roman numerals, round numbers to the nearest 10, 100 or 1000

Mental and written addition

Mental and written subtraction

Mental and written division

Mental and written multiplication

2D shape

To identify, represent and estimate numbers using different representations.

To recognise the place value of each digit in a number.

To add and subtract numbers, using formal written methods.

To recall and use multiplication and division facts for the 3, 4, 6 and 8 multiplication tables.

To read Roman numerals to 100.

To use reasoning and problem solving skills to solve practical problems.

**Science**

Animals including humans

To 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.

To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Light

To recognise that they need light in order to see things and that dark is the absence of light.

To notice that light is reflected from surfaces.

To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

To recognise that shadows are formed when the light from a light source is blocked by an opaque object.

To find patterns in the way that the size of shadows change.



## Medium Term Planning 2019-2020

Creative Curriculum			
<p><b><u>History</u></b></p> <p><b>The Tudors</b>            The Battle of Bosworth            Timeline of the Tudors            Life as a Tudor            Henry VIII and his six wives</p> <p>To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.            Sequencing events on a timeline.            To study a significant period in British history, e.g. Battle of Britain.            To study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p><b><u>Geography</u></b></p> <p>Local area maps – how has the local area changed since the Tudor period?            To name and locate cities of the UK, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p>	<p><b><u>Art</u></b></p> <p>Tudor roses            To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).            Henry VIII portraits            To create sketch books to record their observations and use them to review and revisit ideas.            To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p>	<p><b><u>DT</u></b></p> <p>Tudor tarts            Prepare and cook a variety of dishes using a range of cooking skills            To select from a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities            Tudor houses            To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)            To select from a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.            DT week 1            To investigate and analyse a range of existing product; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
<p><b><u>Music</u></b></p> <p>Year 4 – DooDs            To let your spirit fly            Glockenspiel stage 1            To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.            To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><b><u>PE</u></b></p> <p>Three touch ball – Netball            To play competitive games and apply basic principles suitable for attacking and defending            Balancing Act – Gymnastics            To develop flexibility, strength, technique, control and balance</p>	<p><b><u>Computing</u></b></p> <p>E-safety            To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour            Coding            To design, write and debug programs that accomplish specific goals.</p>	<p><b><u>MFL</u></b></p> <p>Basic greetings            To listen attentively to spoken language and show understanding by joining in and responding.            To engage in conversations.            Food            To read carefully and show understanding of words, phrases and simple writing.</p>