

Year 3/4 Autumn 2 2024 - Adventurers



October/November 2024

"**Window on the World**" is a thematic unit, based on global issues, with a key focus on geography. We begin by looking at settlements and land use, before moving on to learning about trade links. In particular, the Suez Canal as an important international trade route will be a focus. We will also learn more about extinction and endangered species, linked to captive breeding programmes.

Concept Flow

- To learn about different types of settlements and land use
- To learn about trade links, and the distribution of natural resources including energy and food
- To locate and study environmental problems faced by different continents e.g. extinction



November/December 2024

"**Viking Warrior**" is a competency-based thematic unit with a history focus, telling the legendary story of Ragnar Lothbrok. He is a Viking "sea lord" who, according to his very famous saga, invaded the ancient Kingdom of Frankia and then the British Isles over 1000 years ago. He is known for wearing "hairy trousers", which protected him on his adventures.

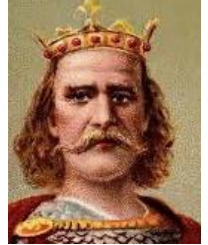


Concept Flow

- To know and be able to retell the life story of Ragnar Lothbrok
- To know the chronology of invaders and settlers in Britain
- To understand that Viking sagas were often written down many years after the events had possibly happened and, therefore, may contain more fiction than fact
- To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions
- To understand why the Vikings invaded Britain
- To understand the way in which the past impacts on the present
- To understand the importance of courage, commitment, creativity and community

November/December 2024

"**Saxon King**" is a competency-based thematic unit with a history focus, telling the inspirational story of Harold Godwinson. He is famous for being the last Anglo-Saxon king of England, ruling as a talented leader in peace and war. Pupils will learn, through his life story, all about his achievements and what makes him such an important historical figure.



Concept Flow

- To know and be able to retell the life story of Harold Godwinson
- To know what Harold Godwinson was famous for
- To understand what makes Harold Godwinson an inspirational historical figure
- To understand the importance of courage and commitment

Math's meetings will cover place value, ordering numbers, 2D shape names and their properties, telling the time and date, adding and subtracting in the context of money and fractions of shapes and amounts. **Math's lessons** will focus on multiplication and division. Children will explore patterns in numbers and will continue to build their fluency in recalling facts up to 12x12. Children will be taught the formal method of multiplication and division.

By the end of Year 4 children should be fluent (able to recall within 6 seconds) in their times tables up to 12x12.

In **English**, children will continue to revisit the 'basics', ensuring they are confident in writing coherent sentences with accurate spelling and punctuation. Children will write simple, compound and complex sentences and will edit their work to include precise verbs and ambitious adjectives to enhance their writing. Children will have the opportunity to perform their writing, building their confidence, enunciation and expression. During Autumn 2, children will write a narrative based on 'Float' by Daniel Miyares, and a character description based on The Iron Man by (reciprocal reading).



Reciprocal Reading:
'The Iron Man' by Tom Hughes

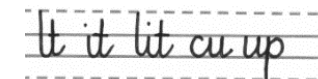


Reading for Pleasure: Children will listen to a book a day from the series 'Little People, Big Dreams' (series explores the lives of notable people, from designers and artists to scientists and activists) from our book Advent Calendar.



Spelling: Children will be set weekly spellings linked to the Year 3/4 common exception word lists and different spelling patterns (including revisiting Year 1/2 spelling rules). We will be paying special attention to the rules for adding suffixes.

Handwriting: Children will take part in weekly handwriting and fine motor skills practices. Children will learn how to join letters together and will be encouraged to take pride in their handwriting. Children will have the opportunity to use handwriting pens and line guides in Y3/4.



Children should read for 5-10 minutes each day at home with an adult. Regular reading practice is the only way to improve fluency and stamina. Children will be sent home a banded reading book and a reading for pleasure book from the library each week.

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life. Talking about books is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything



RE: Children will continue to take part in daily prayer following Tenten, and during December children will have the opportunity to take home the Advent 'Travelling Crib'.

Topic 3 (Advent) Visitors: Waiting for the coming of Jesus - Big Question: Are visitors always welcome?

Interfaith (Judaism) Places for worship: The synagogue

Important Dates

- Swimming Lessons: Starting 11/02/2025
- Year 4 multiplication tables check (MTC): 02/06-14/06/2025
- 'First Night Away' Residential (Thornbridge): 10-11 Feb 2025

Spanish: Thursday AM
Music: Wednesday PM
PE: Tuesday and Wednesday PM



Here is what your child will be learning about **RSE & PSHE** in the Autumn term. You will see that the Year 4 children will be introduced to the term puberty and will learn about how their bodies will change as they become adults (during this time, Year 3 children will be working with Ms Gill on other activities). **PSHE lessons will also be adapted and delivered due to the needs of the pupils, this might mean additional lessons are planned to incorporate significant cultural or personal experiences/needs.**

The Tenten Life to the Full programme of study is also supplemented with lessons from the Sheffield Scheme of Work. A long-term plan can be found on our website. Please ask if you need any further information.

To access the online parent platform please visit: <https://www.tentenresources.co.uk/parent-portal/>
Username -st-anns-s36 Password -water-27-s36

Unit 1: Religious Understanding

Unit 1 – Religious Understanding explores the Gospel story Jairus’ daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.

Unit 3: Emotional Well-Being

Unit 3 – Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a ‘fake reality’ and God’s love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.

Unit 2: Me, My Body, My Health

In Unit 2 – Me, My Body, My Health, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God’s loving plan for creation.

Unit 4: Life Cycles

Returning to the story of Jairus’ daughter from Unit 1, Unit 4 – Life Cycles explores the miraculous nature of human conception and birth and offers an opportunity for thanksgiving. (Note that sexual intercourse is not discussed in this unit.) Death and life after death is further discussed, alongside the complexities of grief where children will consider ways to support themselves and others.

Unit 1: Religious Understanding

Session 1: Get Up!

Over five days, children will hear and experience the Gospel story of Jesus healing Jairus' daughter. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love: they were designed for this purpose, which should inform how they live.

Session 2: The Sacraments

Building on the reflective sessions on the account of the raising of Jairus' daughter, this session unpacks the Sacraments of Baptism and Reconciliation. Children will understand that through prayer, the Sacraments and our friendships and relationships with others, we can have a foretaste of heaven.

Unit 2: Me, My Body, My Health

Session 1: We Don't Have To Be The Same

In this session, children will recognise that people are unique and that our similarities and differences should be celebrated. Pupils will also be given an opportunity to reflect on God's love as the foundation of our self-confidence. In this session, we meet for the first time the animated character of AJ and the characters Sophie and Aidan, who will be played by different pupils in each session. They enable pupils to engage with the topics through drama exercises such as hot-seating and roleplay.

Session 2: Respecting Our Bodies

In this session, we explore the importance of respecting our bodies as a gift from God in very practical ways, such as clothing, food and physical exercise. Returning to the character of AJ (on screen) and Sophie and Aidan (played by pupils), children will explore problems and solutions through roleplay and discussion. Children will reflect on their bodies as a gift from God that He wants us to look after and respect.

Year 4 only

Session 3: What is Puberty?

In this session, children will develop a base-level understanding of what puberty is and why we go through it. This session is a precursor to the session which will follow called 'Changing Bodies' which will look specifically at some of the changes that boys and girls will face when they enter puberty. Through the roleplay drama and presenter-led video, children should come out of this session knowing that puberty is part of God's plan for our bodies and that they can embrace the changes with confidence.

Year 4 only

Session 4: Changing Bodies

In the previous session, the pupils looked at the word 'puberty' and learnt how puberty is part of God's plan to help us love others more. In this session, pupils will use the correct terminology for genitalia relating to the discussion on puberty and explore some of the specific physical and emotional changes that will take place for boys and girls over the coming years.

Unit 3: Emotional Well-Being

Session 1: What Am I Feeling?

This session introduces emotions and feelings as complex and changeable things that we sometimes find difficult to understand or explain - especially when hormones are involved! Children will learn to examine their feelings, and try to understand them and what causes them. They will be given some techniques to scrutinise their feelings and determine whether they are a good guide for taking action. Children will also spend time reflecting on their emotional well-being, and what they can do to help themselves stay emotionally healthy.

Session 2: What Am I Looking At?

Through activities and creative role play, this session encourages children to see through the fake reality that is presented to them on television, in magazines and on adverts: they will compare these representations and stereotypes to their own life experiences. This session can be particularly useful in revealing and discussing biased gender stereotypes and how children feel about them. Children will also consider how the polished 'reality' of the media can affect how people feel about themselves.

Session 3: I Am Thankful

In this session, children will identify behaviour that is wrong, unacceptable, unhealthy or risky, and they will be reminded that feelings and actions are different things. They will learn that particular feelings and pressures may make us want to act inappropriately, and so they will learn how to build resilience in various ways, including choosing to be thankful.

Unit 4: Life Cycles

Session 1: Life Cycles

In this session, pupils will explore the miraculous nature of human conception and birth. With the underpinning knowledge that we were handmade by God with our parents' help, children will go on a journey to discover how life is created in the womb. It is worth noting that sexual intercourse is not discussed in this session. The session ends with a thanksgiving meditation.

Session 2: A Time For Everything

The previous session in this unit explored birth and life before it; this session discusses death and life after it. Framed within the Christian understanding of eternal life, this session helps pupils to consider and communicate about death in a direct yet gentle way, reflect compassionately on the complexities of grief and consider ways to support themselves and others.