



<b>Year A</b>		<b>Autumn Term</b>	<b>Theme Hook: Anglo Saxons</b>
		<b>English</b>	<b>Mathematics</b>
		<p><b>Autumn Term Talk for Writing:</b>            Cumulative Tale – Nail Soup (character/dialogue)            Discussion or Persuasive text – Should Boys learn to cook? or Mississipi Mud Pie            Tale of Fear or Defeat the Monster Tale – The Manor House (suspense) or The Cobbler and the Dragon            Information text – link to topic or Dragons</p> <p><b>Talk For Writing</b>            Writing is taught using the T4W texts which are rich in vocabulary and provide a structure for story writing with a focus on a particular genre. Freestyle independent writing opportunities are also included each term.</p> <p><b>Spelling, Punctuation and Grammar</b>            SPaG elements of the curriculum are taught within English lessons as outlined in the National Curriculum for each year group.</p> <p><b>Reading</b>            Word recognition and comprehension skills are developed throughout school using our <b>Read, Write Inc</b> programme as well as weekly shared/guided reading discussions.</p> <p><b>Class Readers</b>            Anglo-Saxon Boy by Tony Bradman            The King who threw away his crown by Terry Deary            The Princess who Hid in a Tree by Jackie Holderness &amp; Alan Marks</p> <p><b>Author Focus</b>            E Nesbitt            CS Lewis</p>	<p><b>Year 3 – Autumn Term Power Maths</b>            Unit 1 – Place value within 1000            Unit 2 – Addition and Subtraction (1)            Unit 3 – Addition and Subtraction (2)            Unit 4 – Multiplication and Division (1)</p> <p><b>Year 3 – Autumn Term Additional Skills (KIRF's)</b>            I know number bonds for all numbers to 20            I know the x and ÷ facts for the x3 table</p> <p><b>Year 4 – Autumn Term Power Maths</b>            Unit 1 – Place value 4 digit numbers (1)            Unit 2 – Place value 4 digit numbers (2)            Unit 3 – Addition and Subtraction (1)            Unit 4 – Measure - Perimeter            Unit 5 – Multiplication and division (1)</p> <p><b>Year 4 – Autumn Term Additional Skills (KIRF's)</b>            I know number bonds to 100            I know the x and ÷ facts for the x6 table</p>
<b>Science</b>			
<p><b>Light (Year 3)</b></p> <ul style="list-style-type: none"> <li>• I can recognise that they need light in order to see things and that dark is the absence of light</li> <li>• I can notice that light is reflected from surfaces</li> <li>• I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• I can recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• I can find patterns in the way that the sizes of shadows change.</li> </ul> <p><b>Sound (Year 4)</b></p> <ul style="list-style-type: none"> <li>• I can identify how sounds are made, associating some of them with something vibrating</li> <li>• I can recognise that vibrations from sounds travel through a medium to the ear</li> <li>• I can find patterns between the pitch of a sound and features of the object that produced it</li> <li>• I can find patterns between the volume of a sound and the strength of the vibrations that produced it            I can recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>			



*Stoke St Michael and Croscombe Primary Federation*  
**Lower Key Stage Two National Curriculum Overview**

## Geography

**Where did the Anglo Saxons settle? What was the landscape like? What human and physiological features influenced their choices?**

### Locational Knowledge

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## History

**Children will learn about the key elements of the nature of invasion and settlement in history. Though the study of Anglo Saxons they will learn how this important group of settlers fits into the chronology of Britain**

### Skills

#### Pupils will

- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- should understand how our knowledge of the past is constructed from a range of sources.

### Content

#### Britain's settlement by Anglo-Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

A local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality



# Stoke St Michael and Croscombe Primary Federation Lower Key Stage Two National Curriculum Overview

<p style="text-align: center;"><b>Art and Design</b></p> <p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and <b>sculpture</b> with a range of materials [for example, <b>pencil</b>, charcoal, paint, <b>clay</b>]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Focus could be on:</b></p> <p>Wood carving – wood or clay  Runes/Brooches - clay  Celtic Knots – line drawing  Shield Design – paint  Anglo Saxon display - collage  Brooches – clay  Weaving and/or Dyeing – wool / fabric  Celtic Knots – line drawing  Illuminated lettering - painting</p>	<p style="text-align: center;"><b>D.T.</b> (Design and Technology)</p> <p><b>Children will use their knowledge of light and/or sound to create an educational learning poster</b></p> <p><b>Mechanical Systems</b> - Mechanical Posters  Design and Make a mechanical Poster</p> <p><b>Technical knowledge</b>  Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages.]</p> <p><b>Design</b>  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose  Generate ideas through discussion, annotated sketches and diagrams</p> <p><b>Make</b>  Select from and use a wider range of tools and equipment to perform practical tasks  Select from and use a wider range of materials and components according to their properties</p> <p><b>Evaluate</b>  Evaluate their ideas and products against their own design criteria and consider the views of others to improve theirs.</p>
<p style="text-align: center;"><b>P.S.R.H.E.</b> (Personal, Social, Relationship &amp; Health Education)</p> <p><b>Autumn Term 1 - Year 3 – Jigsaw – Being Me</b></p> <ul style="list-style-type: none"> <li>-Know how to use my jigsaw journal; recognise my worth and make others feel welcome and valued.</li> <li>-Positively face new challenges; make responsible choices and ask for help when I need it.</li> <li>-Understand why rules are needed and how they relate to rights and responsibilities.</li> <li>-Understand my actions affect myself and others; that my behaviour brings rewards/consequences.</li> <li>-Choose to follow the learning charter and see other people's points of view.</li> </ul> <p><b>Autumn Term 1 - Year 4 – Jigsaw – Being Me</b></p> <ul style="list-style-type: none"> <li>-Know how to use my jigsaw journal; know my attitudes/actions make a difference to the class team.</li> <li>-Take on a role in a group and empathise with how it feels to be included or excluded.</li> <li>-Understand how democracy works; recognise my contribution for making a school learning charter.</li> <li>-Understand my actions affect myself and others and care about others' feelings</li> <li>-Understand how rewards/consequences motivate people's behaviour and the benefits of the charter.</li> </ul> <p><b>Autumn Term 2 – Year 3– Jigsaw – Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>-Understand and appreciate everybody's family is different and important to them</li> <li>-Understand differences/conflicts sometimes happen among family - 'solve it together' technique</li> <li>-Know that witnesses to bullying can make the situation worse or better by what they do</li> <li>-Problem-solve bullying situations and try hard not to use hurtful words (e.g. gay, fat)</li> <li>-Give and receive compliments and know how this feels</li> </ul> <p><b>Autumn Term 2 – Year 4 – Jigsaw – Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>-Understand sometimes we make assumptions based on what people look like; accept people</li> <li>-Understand what influences me to make assumptions based on how people look; question why</li> <li>-Explain why witnesses sometimes join in with bullying and sometimes don't tell</li> <li>-Identify what is special about me and value the ways in which I am unique</li> <li>-Explain why it is good to accept people for who they are</li> </ul>	

<p style="text-align: center;"><b>Music</b></p> <p><b>Autumn Term 1</b>  <b>Year 3 Unit Theme: Sounds</b>  <b>Musical Focus: Exploring Sounds</b>          How are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world.</p> <p><b>Autumn Term 2</b>  <b>Year 4 Unit Theme: Building</b>  <b>Musical Focus: Beat</b>          The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.</p>	<p style="text-align: center;"><b>R.E.</b>          (Religious Education)</p> <p><b>Autumn Term 1</b>          Year 4          Unit 3: What do Hindu people believe about Dharma, Deity and Atman?</p> <p><b>Autumn Term 2</b>          Year 3          Unit 5: What do Christians believe about God &amp; Incarnation? (Links with Christmas)</p>		
<p style="text-align: center;"><b>P.E.</b>          (Physical Education)</p> <p><b>T Ball</b>          Children will learn how to run around the bases in softball/rounders. They will learn strategies to stop themselves getting 'out' whilst running around bases and be able to make more informed decisions regarding running or waiting at a base.</p> <p><b>Gymnastics</b>          Children will learn to stretch appropriately before gymnastics. They will learn to perform paired and triple balances safely and put these into a routine.</p>	<p style="text-align: center;"><b>A&amp;MFL</b>          (Ancient and Modern Foreign Languages)</p> <p><b>FRENCH</b>  <b>Term 1</b>  <b>Year 4 Unit 1 - All Around Town</b>          In this 'All Around Town' unit, the children will learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French</p> <p><b>Term 2</b>  <b>Unit 2 - On the Move</b>          In this 'On the Move' unit, the children will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context.</p>		
<p style="text-align: center;"><b>Computing</b></p> <p><b>Year 3- Drawing and Desktop Publishing</b>          This unit is aimed at developing children's graphic and presentation skills by introducing drawing as opposed to painting. It also goes on to further children's understanding of layouts using a desktop publishing application. Children will learn to draw, order, group and manipulate objects to make a picture. They will also evaluate and create effective layouts, combining text and images.</p>	<p style="text-align: center;"><b>Cultural Capital</b></p> <p>Visit Avalon Marshes – Somerset Levels          Rural Life Museum – Anglo-Saxon experience</p> <p>Children's learning will be enriched by one of the school trips above.</p>		
<p style="text-align: center;"><b>Gem Learning Power</b></p> <p style="text-align: center;"><b>Our Gem Learning Powers underpin the learning behaviour expectations we have of our learners...</b>          Whilst focusing and challenging the children on one particular Gem Power, the other Powers: <b>Diamond</b>, <b>Ruby</b>, <b>Sapphire</b>, <b>Emerald</b>, <b>Amethyst</b> and <b>Topaz</b> are revisited as and when appropriate learning opportunities arise.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Autumn Term 1 Focus: Diamond Power:</b>  <b>I can face a challenge and be responsible for problems</b></p> <ul style="list-style-type: none"> <li>-I can organise my own belongings</li> <li>-I can organise my own learning space</li> <li>-I can move my learning on by asking questions</li> <li>-I can identify a problem that is in my power to solve without help from an adult</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Autumn Term 2 Focus: Ruby Power</b>  <b>I can support others and recognise their achievements</b></p> <ul style="list-style-type: none"> <li>-I can identify and demonstrate ways of kindness</li> <li>-I can make others feel good about their successes</li> <li>-I can empathise with how others might feel</li> <li>-I understand how others have felt during learning and can support them and show kindness</li> </ul> </td> </tr> </table>		<p><b>Autumn Term 1 Focus: Diamond Power:</b>  <b>I can face a challenge and be responsible for problems</b></p> <ul style="list-style-type: none"> <li>-I can organise my own belongings</li> <li>-I can organise my own learning space</li> <li>-I can move my learning on by asking questions</li> <li>-I can identify a problem that is in my power to solve without help from an adult</li> </ul>	<p><b>Autumn Term 2 Focus: Ruby Power</b>  <b>I can support others and recognise their achievements</b></p> <ul style="list-style-type: none"> <li>-I can identify and demonstrate ways of kindness</li> <li>-I can make others feel good about their successes</li> <li>-I can empathise with how others might feel</li> <li>-I understand how others have felt during learning and can support them and show kindness</li> </ul>
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