

Topic – Autumn 1 – Roald Dahl/How has Selby changed over time?

Year 3/4



History

To investigate and interpret the past

Use evidence to ask questions and find answers to questions about the past.
Suggest suitable sources of evidence for historical enquiries.
Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
Suggest causes and consequences of some of the main events and changes in history.

To build an overview of world history

Describe changes that have happened in the locality of the school throughout history.

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To communicate historically

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

English

Comprehension

Develop positive attitudes to reading and understanding of what they have read by:

- a. listening to a wide range of fiction
- c. identifying themes and conventions in a wide range of books reading books that are structured in different ways and reading for a range of purposes
- d. increasing their familiarity with a wide range of books
- g. discussing words and phrases that capture interest/ imagination

Understand what they read in books by:

- c. drawing inferences such as inferring characters' feelings, thoughts, motives from their actions
- d. predicting what might happen from details stated and implied
- e. identifying main ideas and summarising these

Participate in discussion about books that are read to them and those they can read for themselves, taking turns to listen to what others say

Composition

Plan their writing by:

- a. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary
- b. discussing and recording ideas

Draft and write by:

- a. composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- b. organising paragraphs around a theme
- c. in narratives, creating settings, characters and plot

Evaluate and edit by:

- a. assessing the effectiveness of their own writing and suggest improvements
- b. proposing changes to grammar and vocab to improve consistency

Proof-read for spelling and punctuation errors

Maths

Place Value – Year 3

To read and write numbers up to 1000 in numerals and in words

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

To compare and order numbers up to 1000.

To identify, represent and estimate numbers using different representations.

find 10 or 100 more or less than a given number

count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

solve number problems and practical problems involving these ideas.

Place Value – Year 4

solve number and practical problems that involve all of the above and with increasingly large positive 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

find 1000 more or less than a given number

Count in multiples of 6, 7, 9, 25 and 1000.

Count backwards through zero to include negative numbers.

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

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.