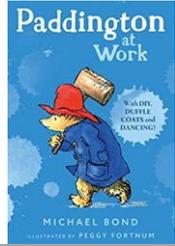


Our Class book:



Brilliant Britain

Year 3 and 4 Topic Web Autumn Term 2 2022

Subjects related to the theme	
<p>English - Writing Traditional Tale - The Happy Prince</p> <p>Poetry – I asked the little boy who could not see.</p>	<ul style="list-style-type: none"> - Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences focusing on: prepositions, precise verbs, alliteration, subordinating conjunctions, complex sentences, dialogue, simile, adverbs and verbs, synonyms, contraction, adjectives and noun phrases, possessive apostrophe, repetition and personification. - Plan, write and edit their own story, telling the story of 'The Little Match Girl', who features in The Happy Prince. - Introduce the shape, rhythm and rhyme of the poem. - Create colour images using our senses, to write similes and metaphors. - Write their own poem using the same shape/structure and features learnt.
<p>History</p>	<ul style="list-style-type: none"> - Know about an aspect or theme in British history which extends beyond 1066 and explain why this was important in relation to British history (e.g. changes in an aspect of social history) - The British Empire, recovering after the Blitz, The NHS and Windrush. -
<p>Geography Brilliant Britain</p>	<ul style="list-style-type: none"> - Know the names and locate counties and cities in the UK. - Know, name and locate the main rivers of the UK. - Know why most cities are located by a river and the land-use patterns. - Know how the land in the UK has changed over time.
<p>Art Althea McNish – textiles and printing.</p>	<ul style="list-style-type: none"> - Use a sketchbook to record media explorations. - Begin to work in the style of the artist, Althea McNish. - Name a range of different fabrics. - Use techniques such as printing to create different textual effects. - Use mono printing and start to overlay prints with other media. - Apply decoration using buttons.

Other areas of the curriculum – not related to the theme	
<p>Maths Addition and Subtraction Multiplication and Division</p>	<p>Year 3</p> <ul style="list-style-type: none"> - To add and subtract 2 and 3-digit numbers including the use of exchange and formal written methods - To use the inverse and estimation to check answers and plausibility - To revise multiplication and division by 2, 5 and 10 and the 2-, 5- and 10-times tables. - To multiply and divide by 3, 4 and 8 and use the 3-, 4- and 8-times tables. <p>Year 4</p> <ul style="list-style-type: none"> - To add and subtract 3 and 4-digit numbers including the use of exchange and formal written methods. - To use counting squares to find the area of a shape, create a shape with a specific area and compare the areas of different shapes. - To multiply and divide by 6, 7, 9, 11 and 12 and to use these times tables - To multiply by 1 and 0, to divide numbers by 1 and themselves - To multiply three numbers
<p>Science Electricity</p>	<ul style="list-style-type: none"> - identify common appliances that run on electricity and whether they use battery power, mains electricity or both - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Encore	<ul style="list-style-type: none"> - Revise ways of describing people - Descriptive vocabulary: Il/Elle a(He/She's got)... les cheveux courts/longs(short/long hair), les yeux bleus (etc.)(blue eyes, etc.), un chien (a dog), septans (is seven), un frère/une sœur(brother/sister) - Describe someone's nationality français(e) (French), canadien(ne)(Canadian), britannique(British)Il/Elle est(He/She is)... - Describe people using various adjectives - Adjectives: intelligent(e) (clever), sportif(sportive)(sporty), sévère(strict),
<p style="text-align: center;">Music</p> <p>Unit 2 Year 3- Voice</p>	<p>In this unit, children will learn three new songs: Calypso Mash Up, Packed Lunch Peril and Wake Up Shake Up, which develop their vocal and musical skills. They will focus on clear diction, accurate pitch-matching and using and following performance instructions. They will also listen carefully to a range of melodies and represent and notate these in their own graphic score.</p>