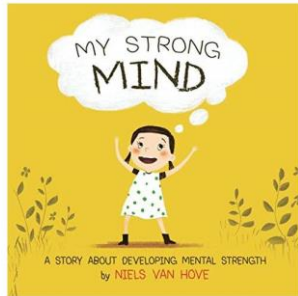
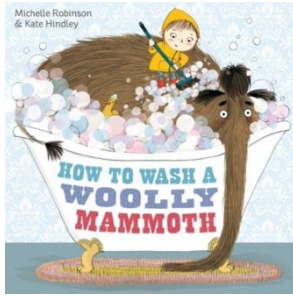


Our Class books:



Stone Age to Iron Age

**Year 3 and 4 Topic Web – Summer Term
1 2023**

Subjects related to the topic	
History	<p>We will</p> <ul style="list-style-type: none"> - We will learn about the main differences between the Stone Age, Bronze Age (religion, technology and travel) and Iron Age (hill forts, tribal kingdoms, farming, art and culture) - know how to learn more about a historical period through asking relevant questions.
DT	<p>We will</p> <ul style="list-style-type: none"> - Learn about the structure and design on Iron Age roundhouses - Use what we have learnt to design our own models of Iron Age roundhouses in pairs, choosing appropriate materials and methods of construction. - Design model roundhouses with circular wall construction, a cone-shaped roof and appropriate contents/outside space. - Build our own models of Iron Age roundhouses in pairs according to our designs and applying our understanding of how to strengthen, stiffen and reinforce. - Evaluate our finished models against the design criteria and consider the views of others to improve our work

Other areas of the curriculum – not related to the topic	
English - Writing	<p>We will</p> <ul style="list-style-type: none"> - Use imperative (bossy) verbs and prepositions to create detailed instructions for washing a woolly mammoth. - Discuss the features of good instructional writing and use these as success criteria for our finished piece of writing. - Use the book 'My Strong Mind' as inspiration for a shared write of instructions for creating a strong mind - Use rhetorical questions, complex sentences (subordination using 'if' and other subordinating conjunctions) and bullet points in our non-fiction writing - Write independently to create a set of instructions for creating a strong (healthy) body
Maths	<p>We will:</p> <p>Year 3</p> <ul style="list-style-type: none"> - Measure, compare, add and subtract mass (kg/g); volume/capacity (l/ml). <p>Year 4</p> <ul style="list-style-type: none"> - Partition decimals. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Recognise decimal equivalents of 1/2s, 1/4s and 3/4s. Solve simple measure and money problems involving fractions and decimals to two decimal places. <p>In both year groups, we will build on our knowledge of decimals, applying this to money and converting between pounds and pence. We will use problem-solving and reasoning skills to work with money, adding different totals and finding change using both £ and p.</p>
Science States of matter	<p>We will:</p> <ul style="list-style-type: none"> - Know that the melting point of water is 0° C and that the boiling point of water is 100° C - Know that water flows around our world in a continuous process called the water cycle

	<ul style="list-style-type: none"> - Know that, along with evaporation, water on the Earth's surface moves to the air in a process called transpiration in which water turns into water vapour (gas) on the surface of leaves on plants - Know that rain condenses in clouds and falls to earth as rain, snow or hail in a process called precipitation - Know that water flows across the land in rivers and streams in a process called surface run-off and under the ground as groundwater
RE Gospel – What Kind of a World did Jesus Want?	We will: <ul style="list-style-type: none"> - Identify that part of a 'Gospel', tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.
PSHE Financial Capability	Pupils will learn: <ul style="list-style-type: none"> - What different ways there are to earn and spend money. - What saving, spending and budgeting mean. - How to decide what to spend their money on and choose the best way to pay. - What might their family have to spend money on. - What 'value for money' is. - How their feelings about money may change? - How our choices affect our family, the community, the world and ourselves.
Computing Audio production	We will: <ul style="list-style-type: none"> - Record sound, identifying the input and output devices used to record and play sounds - Explain that the person that records the sound can say who is allowed to use it - Re-record to improve a recording and use the soundwave view in Audacity to know where to trim a recording - Plan appropriate content for a podcast - Create a podcast according to a plan, review the quality of the recording and improve voice recordings - Arrange multiple sounds to achieve a desired effect - Explain that digital recordings need to be exported in order to share them
PE Tennis Rounders	In tennis we will: <ul style="list-style-type: none"> - Know how to strike a ball accurately with control and direction in a team game. - Know how to work as a team to compete against the opposition. - Use the Ready Position, hit and keep rallies, understand the flight of the ball, ball direction and positioning. Apply our skills into a mini event. In rounders we will: <ul style="list-style-type: none"> - Know how to throw and catch accurately in a team game. - Know how to strike a ball accurately with control and direction in a team game. - Know how to vary tactics and adapt skills depending on what is happening in a game. - Know how to work as team to develop others both in terms of performance and attitude.
French On mange!	We will: <ul style="list-style-type: none"> - Go shopping for food - Food items: du pain(bread), du fromage(cheese), de la limonade(lemonade), de la crème(cream), des fraises(strawberries), des tomates(tomatoes)Qu'est-ce que tu veux?(What do you want?) Je voudrais [du pain] (I'd like [some bread]) - Ask how much something costs Using money: C'est combien? (How much is it?) C'est [cinq]euros (It's [five] euros) - Talk about activities at a party - Give opinions about food and various activities

Music

Music
technology,
form and
structure.

We will:

- Learn the song: Oil in my lamp. The song will be analysed for its clear use of sections. Children will create their own class set of lyrics for the song as well as creating their own body percussion rhythms that will be performed in the intro and ending of the song. Final performances will take place and self-assessments made where children can critique their work and discuss what went well and what could be improved.