

Curriculum Long Term Overview Map  
Autumn Term  
Year Group  
Overall Theme: The World of Roald Dahl

SUBJECT	SUMMARY THEME	PROGRAMME OF STUDY
English	Author Study/Link: Roald Dahl  Fables The World Of Roald Dahl Novel as a Theme – The Twits Recount – Biography Poetry – Poems with a structure Playscripts Non – Fiction Letters Explanation text linked to science.	Genre Coverage: Reading Use tone and intonation when reading aloud <ul style="list-style-type: none"> <li>• Read longer and less familiar texts independently</li> <li>• Use knowledge of root words to understand meanings of words</li> <li>• Use prefixes to understand meanings e.g. un-, dis-, -mis-, re-</li> <li>• Use suffixes to understand meanings e.g. -ation, -ous</li> <li>• Read and understand meaning of words on Y3/4 word list – see below</li> <li>• Use intonation, tone and volume when reading aloud</li> <li>• Take note of punctuation when reading aloud</li> </ul> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>• Listening to and discussing a range of fiction, poetry, plays.</li> <li>• Regularly listening to whole novels read aloud by the teacher</li> <li>• Analysing and evaluate texts looking at language, structure and presentation Recognising some different forms of poetry e.g. narrative, free verse</li> <li>• Reading books and texts for a range of purposes e.g. enjoyment, research, skills development, reference</li> <li>• Using dictionaries to check meanings of words they have read</li> <li>• Sequencing and discussing the main events in stories</li> <li>• Retelling a range of stories, including fables.</li> <li>• Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</li> <li>• Identifying and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times</li> </ul>

		<ul style="list-style-type: none"> <li>• Identifying, discussing and collecting favourite words and phrases which capture the reader’s interest and imagination</li> <li>• Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action</li> </ul> <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> <li>• Discussing their understanding of the text</li> <li>• Explaining the meaning of unfamiliar words by using the context</li> <li>• Making predictions based on details stated</li> <li>• Raising questions during the reading process to deepen understanding e.g. I wonder why the character ...</li> <li>• Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text</li> <li>• Using point and evidence to structure and justify responses</li> <li>• Discussing the purpose of paragraphs</li> <li>• Identifying a key idea in a paragraph</li> </ul> <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> <li>• Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</li> <li>• Developing and agreeing on rules for effective discussion</li> <li>• Making and responding to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles</li> </ul>
		<p>Vocabulary Grammar and Punctuation</p> <ul style="list-style-type: none"> <li>• Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until, in case</li> <li>• Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond</li> <li>• Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually</li> <li>• Use inverted commas to punctuate direct speech (speech marks)</li> <li>• Use perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</li> <li>• Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box</li> <li>• Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary</li> <li>• Explore and collect words with prefixes super, anti, auto</li> </ul>

		<p>Composition</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions</li> <li>• Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing</li> <li>• Discussing and recording ideas for planning</li> <li>• Creating and developing settings for narratives</li> <li>• Creating and developing characters for narrative</li> <li>• Creating and developing plots based on a model</li> <li>• Generating and selecting from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said for appropriate to text type</li> <li>• Grouping related material into paragraphs</li> <li>• Using headings and sub headings to organise information</li> </ul> <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> <li>• Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>• Discussing and proposing changes with partners and in small groups</li> <li>• Improving writing in the light of evaluation</li> </ul> <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> <li>• Using appropriate intonation, tone and volume to present their writing to a group or class</li> </ul> <hr/> <p>Spelling</p> <ul style="list-style-type: none"> <li>• Consolidate phonics from KS1 – Spellings will be sent out according to assessment and where children are at.</li> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt</li> <li>• Use the first two letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Learn to spell new words correctly and have plenty of practice in spelling them.</li> <li>• Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys')</li> <li>• Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</li> </ul>
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Mathematics	Number: Place Value and money. Term 1	<ul style="list-style-type: none"> <li>• Read and write numbers to at least 1000 in numerals and in words.</li> <li>• Find 10/100 more or less than a given number.</li> <li>• Recognise the place value of each digit in a three-digit number (hundreds, tens and ones).</li> <li>• Partition numbers in different ways.</li> <li>• Identify, represent and estimate numbers using different representations, including the number line.</li> </ul> <p>Count on and back in multiples of 4 or 8 from 0.</p>





	<p>Multiplication Term 2</p> <p>Division Term 1 and 2</p> <p>Fractions Term 1</p> <p>Fractions Term 2</p>	<ul style="list-style-type: none"> <li>• Solve problems, including missing number problems involving multiplication,</li> <li>• Write and calculate mathematical statements for multiplication using the multiplication tables that they know.</li> <li>• Recall multiplication facts for 2, 3, 4, 5 and 10 times tables and derive associated division facts</li> <li>• Select a mental strategy appropriate for the numbers involved in the calculation.</li> <li>• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> <li>• Solve problems involving money and measures.</li> <li>• Solve problems, including missing number problems involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul> <p>Write and calculate mathematical statements for division using the multiplication tables that they know,</p> <ul style="list-style-type: none"> <li>• including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods.</li> <li>• Select a mental strategy appropriate for the numbers involved in the calculation.</li> <li>• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> <li>• Solve problems involving money and measures.</li> <li>• Understand that finding a fraction of an amount relates to division.</li> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>• Understand how division statements can be represented using arrays.</li> <li>• Understand division as sharing and grouping and use each appropriately.</li> <li>• Select a mental strategy appropriate for the numbers involved in the calculation.</li> <li>• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> </ul> <ul style="list-style-type: none"> <li>• . Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>• Add and subtract fractions with the same denominator within one whole (using diagram) (for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>).</li> <li>• Show practically or pictorially that a fraction is one whole number divided by another (for example, <math>\frac{3}{4}</math> can be interpreted as</li> </ul>
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	<p>holiday to the Mediterranean?</p> <p>Continued in Autumn Term 2</p> <p>Region of France</p>	<ul style="list-style-type: none"> <li>• To name a number of countries in the Northern Hemisphere.</li> <li>• To name and locate the capital cities of neighbouring European countries.</li> <li>• To be aware that the weather is different in different parts of the world, especially Europe.</li> <li>• To be able to locate the Mediterranean and explain why it is a popular holiday resort.</li> <li>• To be able to explain how the lives of people living in the Mediterranean would be different from their own.</li> <li>• To be able to confidently describe human features in a locality, and say why a place is like it is, and why it has certain human features.</li> <li>• To be able to recognise the 8 points of the compass. To be able to plot NSEW on a map.</li> </ul> <ul style="list-style-type: none"> <li>• To be able to describe the locality and the things that happen there, using the correct geographical language.</li> <li>• To be able to use maps and atlases appropriately by using contents and indexes.</li> <li>• To identify key features of a locality by using a map.</li> <li>• To use 4 figure grid references.</li> <li>• To be able to use some basic OS map symbols.</li> <li>• To make accurate measurements of distances within 100Km.</li> <li>• To be able to confidently describe physical features of a locality.</li> </ul>
<p>Art including focused artist</p>	<p>Drawing</p> <p>George Seurat Pointillism</p>	<p>To study the style of Quentin Blake in his drawn characterisations</p> <p>To identify and collect his individual facial/body features and investigate the best drawing tools with which to recreate them</p> <p>To use their close studies and experiments in different media to create their own characterisations in Blake's style.</p> <p>To create sketch books to record observations and use these to review and revisit ideas.</p> <p>To improve their mastery of art and design technique including painting with a range of materials.</p> <p>To learn about a great artist in history.</p>
<p>D and T</p>	<p>Design and make a salad</p>	<p>To analyse the taste, texture, smell and appearance of a range of foods. (predominantly savoury)</p> <p>To follow Instructions.</p> <p>To Make healthy eating choices.</p>

		<p>To Join and combine a range of ingredients.</p> <p>To explore seasonality of vegetables and fruit.</p> <p>To find out which fruit and vegetables are grown in countries/continents studied in Geography.</p>
PE	<p>Autumn Term 1 Gymnastics</p> <p>Indoor Athletics</p> <p>Autumn Term 2 Dance</p> <p>Gymnastics</p>	<p>Practice, improving and holding a 2 point balance.</p> <p>Combine with travelling and apparatus work.</p> <p>Combine spin tuck and pin shapes. Refine and perform to others. Evaluate each other's performance.</p> <p>Work together with a partner.</p> <p>To perform and refine travelling and different paces, sprints and longer distance running.</p> <p>To develop and refine running styles.</p> <p>To devise a simple team relay strategy.</p> <p>To develop and refine basic throwing skills.</p> <p>To develop and refine jumping skills.</p> <p>To work together and decide on and implement a team strategy.</p> <p>Exploring and performing small and large gestures.</p> <p>To select and link gestures together in response to a stimulus.</p> <p>To be able to assess and improve their performance..</p> <p>To practice travelling using different pathways.</p> <p>To practice different movements and shapes and apply these when using apparatus.</p>
RE	Rules for living	<p>retell the story of Moses receiving the 10 Commandments from God;</p> <p>make links between Christian belief and its source;</p> <p>begin to identify the impact faith has on a person's way of living;</p> <p>describe the impact faith has on a person's way of living.</p>

	Harvest – Autumn Term 1	<p>identify and explain what I believe to be important rules for living;  make links between beliefs and behaviour and my own and others responses;  ask important questions about religion and beliefs;  express my ideas about rules and give examples from my own experiences and the lives of others;  identify links in the relationship between values and commitments, rules and behaviour.</p>
	Autumn Term 2 – God with us	<p>Unpack the meaning and purpose of the Harvest Festival celebrations.  -Be able to ask questions about the meaning and purpose of Harvest celebrations.  -Know why harvest is celebrated and talk about related Christian beliefs.  -Understand that Harvest is celebrated in different ways across the world (Judaism – Sukkot)</p> <p>Children will have the opportunity to reflect upon Christmas as a celebration of God’s presence with us 2000 years ago and now.  -Know that Christmas is a celebration of God’s presence with us;  -Christians believe God is with us through his Son, Jesus:  -Christians believe that the presence of God changes our lives.  -Talk about the actions of Christians showing Jesus’ presence in the world;</p>
Music	Learning to play the recorder and singing.	<p>In Year 3 pupils children will begin to learn to play a recorder and develop their singing ability over the course of the year. They will broaden their musical knowledge and stimulate their interest in continuing to learn a musical instrument.</p>
PSHE	Essential PSHE Skills  Food groups + Healthy Lifestyle	<p>To develop active listening, inter and intra personal skills.</p> <ul style="list-style-type: none"> <li>• To enable pupils to understand the importance of an adequate and varied diet for health.</li> <li>• To raise pupil’s awareness of the factors that contribute to a healthy lifestyle.</li> <li>• To become aware of health issues such as the role of medicines and importance of exercise.</li> </ul>
Computing	Programming and Control	<p>Children will be using the Purple Mash program to develop skills in programming and control. Children will be encouraged to solve problems they encounter, both independently and collaboratively.  The Purple Mash program will follow the sequence: skill, skill, debug, apply to vehicles, shapes and random words.</p>

		<ul style="list-style-type: none"> <li>• To use their understanding of how precise instructions and commands can control a device to create more complex sequences of instructions.</li> <li>• To create, edit and refine more complex sequences of instructions for a variety of programmable devices.</li> <li>• To be able to debug more complex programs.</li> <li>• To investigate how different variables can be changed to enable different outcomes (e.g. angles in shapes and units of measurement)</li> </ul>
MFL	FRENCH	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> <li>• To repeat words modelled by the teacher and show understanding of single words and phrases through physical response</li> <li>• To be able to recognise a familiar question and respond with a simple rehearsed response</li> <li>• To be able to join in with actions to accompany familiar songs, stories and rhymes</li> <li>• To be able to identify individual sounds in words and pronounce accurately</li> <li>• To begin to recognise the sounds of some letter strings/phonemes</li> <li>• To be able to read and show understanding of familiar single words</li> <li>• To learn about how the festival of Christmas is celebrated in France</li> </ul> <p><u>Language to be taught:</u></p> <ul style="list-style-type: none"> <li>• To learn greetings in French</li> <li>• To be able to ask and answer what your name is</li> <li>• To be able to ask and answer simple questions about how you feel</li> <li>• To be able to ask and answer where you live</li> <li>• To be able to count from 0 to 11</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• To be able to say what day it is and what month it is</li> <li>• To be able to ask and answer how old you are</li> <li>• To be able to say what month your birthday is in</li> <li>• To learn vocab associated with the festival of Christmas</li> </ul>