


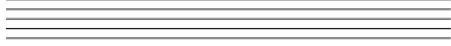




		Year 3 / 4 Year B		
		Spring 2nd Half		
	Key Content	Year 3 Skills	Year 4 Skills	
Writing	<p>NARRATIVE (Dialogue) linked to Wind in the Willows</p> <ul style="list-style-type: none"> presented in spoken or written form; may be augmented/supplemented/partly presented using images told/written in first or third person (I, we, she, it, they); told/written in past tense (sometimes in present tense); chronological (plot or content have a chronology of events that happened in a particular order); main participants are characters with recognisable qualities, often stereotypical and contrasting (hero/villain); typical characters, settings and events are used in each genre; connectives are widely used to move the narrative along and to affect the reader/listener: <ul style="list-style-type: none"> to signal time (later that day, once); to move the setting (meanwhile back at the cave, on the other side of the forest) to surprise or create suspense (suddenly, without warning). <p>PLAYSCRIPTS linked to Wind in the Willows</p> <ul style="list-style-type: none"> Structural conventions for scripting vary, particularly in their layout on the page or screen but they usually include: <ul style="list-style-type: none"> name of character and the words they speak MRS GRAY Hello dear. How are you? organisational information (Scene 2 The kitchen DAY); stage directions (ENTER Sita, dancing). Comic strip and some digital animations usually include speech bubbles within the images; interactive texts may include combinations of on-screen speech bubbles and audio dialogue, e.g. accessed by rollover or mouse click. <p>HISTORICAL DIARY linked to Fire of London</p> <ul style="list-style-type: none"> orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...); an account of the events that took place, often in chronological order (The first person to arrive was ...); some additional detail about each event (He was surprised to see me.); reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) Appropriate archaic language is used, including old-fashioned words that have fallen out of usage, e.g. Let me carry thy basket, old dame. It can also include models of sentence grammar no longer commonly or informally used, e.g. That which you seek, you shall find in the forest. 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar; naming key organisational features and language structures discussing and recording ideas organising them later into a given 'boxing up' frame or story mountain. <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary incorporating newly acquired vocabulary and using recently learned sentence types. organising paragraphs around a theme, organising their material into logical chunks and write a coherent series of linked sentences for each in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story. in non-narrative material, using simple organisational devices to organise their material into logical chunks and write an appropriate main and subheading for each <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements, identifying aspects linked to success criteria and recent teaching for improvement proposing some changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and all KS1 HFW Read their writing aloud with expression, loudly and clearly enough to be heard and understood by all <p>HANDWRITING</p> <ul style="list-style-type: none"> Consistently use the diagonal and horizontal strokes that are needed to correctly form and join most letters in accordance with the school's agreed style Legibility and quality of their handwriting is such that it can be read, is usually consistent and beginning to be pleasing in appearance. 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing why organisational features and language structures may have been used. discussing and recording ideas using notes organised into a 'boxing up' frame or story mountain <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and incorporating variation in sentence structure including simple, compound and complex structures. organising paragraphs around a theme within their planning and demarcating paragraphs on the page when drafted. in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot with detailed descriptions helping the reader visualise the story. in non-narrative material, cluster related information logically writing an engaging main heading for the text and relevant subheadings for each paragraph <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency throughout the piece of writing, including the accurate use of pronouns and a range of sentence start to ensure cohesion. Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and most 3/4 key spellings Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>HANDWRITING</p> <ul style="list-style-type: none"> Consistently use the diagonal and horizontal strokes that are needed to form and join most letters in accordance with the school's agreed style, but some consistency in decisions to join letters or leave letters unjoined for pace. Legibility, consistency and quality of their handwriting is such that writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say. 	
	<p>Narrative: hook, entertain, opening, setting, characters, build up, complication, resolution, ending, first/third person, past tense, chronological, conjunctions that signal time, time shifts, conjunctions that shift attention</p> <p>Playscripts: protagonist, antagonist, narrator, stage direction, acts, scene, scenery, stage, props, costumes</p> <p>Recount: retell, diary, orientation – scene setting, series of events, reorientation – a closing statement, summing up, past tense, chronological order, conjunctions that signal time</p>			
GPS	<ul style="list-style-type: none"> Spelling taught from Year 3 and 4 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list Handwriting taught using Collins Guide as per handwriting policy. Grammar directed by English Appendix 2 	<p>VOCABULARY</p> <ul style="list-style-type: none"> Form nouns using prefixes: use a range of prefixes to generate new nouns, (super-, anti-) and use them appropriately in their independent writing. Word families based on common words (solve, solution, dissolve, insoluble), recognising related words from the same word family and usually deduces the meaning of related words correctly <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing 	<p>VOCABULARY</p> <ul style="list-style-type: none"> Form nouns using prefixes (super-, anti-), using them appropriately in their independent writing and explaining their meaning. Word families based on common words (solve, solution, dissolve, insoluble), grouping words into families according to form and meaning. They can spot the common root words grouped by form. <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in a wide range of writing 	

		<ul style="list-style-type: none"> ➤ extending the range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing ➤ using conjunctions, adverbs and prepositions to express time and cause applying the new learning across a range of independent writing ➤ using the present perfect form of verbs in contrast to the past tense and applying this across a range of independent writing <p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Understands when to use the correct form of 'a' or 'an' ➤ Inverted commas consistently used to punctuate direct speech <p>SPELLING</p> <ul style="list-style-type: none"> ➤ Spell further homophones e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break. ➤ Spell some of the words that are often misspelt (3/4 word list in English Appendix 1) ➤ Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's ➤ Use further prefixes and understand how to add them (English Appendix 1) e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity. ➤ Use further suffixes and understand how to add them (English Appendix 1), understanding when to double the final consonant in the root word e.g. hoping, hopping ➤ Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> ➤ use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences ➤ using a wide range of conjunctions, adverbs verbs (ing/ed) and prepositions to express time and cause applying the new learning across a range of independent writing to achieve better cohesion ➤ consistently using the present perfect form of verbs in contrast to the past tense within their own writing and can explain the reasons behind this choice. <p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Consistently accurate in the use the correct form of 'a' or 'an' ➤ Use of inverted commas and other punctuation to indicate direct speech; ➤ apostrophes to mark plural possession; ➤ use of commas after fronted adverbials <p>SPELLING</p> <ul style="list-style-type: none"> ➤ Spell further homophones e.g. whose/who's, peace/piece, whether/weather, ➤ Spell most of the words that are often misspelt (3/4 word list in English Appendix 1) ➤ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals, spotting and correcting errors in own and others' writing. ➤ Use further prefixes and understand how to add them (English Appendix 1), explain the meaning of most prefixes: e.g. mis-, sub-, il-, im-, ir-, re-, sub-. ➤ Use further suffixes and understand how to add them (English Appendix 1) understanding when to double the final consonant in the root word and consistently spotting this in their own work. ➤ Use the first two or three letters of a word to check its spelling in a dictionary with pace to ensure the efficient checking of their own writing
Key Vocab	<p>Year 3 Subject, object, determiner, preposition, conjunction, word family, prefix, main clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, paragraphs , expanded noun phrase</p> <p>Year 4 Pronoun, possessive pronoun, adverbial, clause, main clause, subordinate clause, paragraphs: topic, supporting, concluding, cohesive devices (ISPACED), expanded noun phrase</p>		
Maths	<ul style="list-style-type: none"> • Decimals and fractions (and the link between them) • Application of addition and subtraction with measures • Statistics • Multiplication and division facts 	<p>Unit: Decimals and fractions</p> <ul style="list-style-type: none"> ➤ count up and down in tenths ➤ recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 ➤ solve problems that involve all of the above <p>Unit: Problem solving with addition and subtraction (with measures)</p> <ul style="list-style-type: none"> ➤ measure, compare, add and subtract: lengths (m/cm/mm) ➤ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction ➤ Add and subtract amounts of money in pounds and pence to give change <p>Unit: Statistics</p> <ul style="list-style-type: none"> ➤ interpret and present data using bar charts, pictograms and tables ➤ solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables <p>Multiplication tables focus</p> <ul style="list-style-type: none"> ➤ Recall multiples of 4 up to 12x4 in any order, including missing numbers and related division facts with growing fluency. ➤ Count in multiples of 8 to 12x8 in order from 0 fluently. 	<p>Unit: Decimals and fractions</p> <ul style="list-style-type: none"> ➤ 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 and write decimal equivalents of any number of tenths or hundredths ➤ recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ ➤ round decimals with one decimal place to the nearest whole number ➤ compare numbers with the same number of decimal places up to two decimal places <p>Unit: Problem solving with addition and subtraction (with measures)</p> <ul style="list-style-type: none"> ➤ solve simple measure and money problems involving fractions and decimals to two decimal places ➤ Estimate, compare and calculate different measures, including money in pounds and pence <p>Unit: Statistics</p> <ul style="list-style-type: none"> ➤ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs ➤ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> ➤ Recall multiples of 7 in any order, including missing numbers and related division facts fluently. ➤ Fluently count in 9's in order up to 12x9. Fluently count in 11's in order up to 12x11.

Key Vocab	<p>Year 3: Unit 1: greatest value, least value, statement, tenths, division, problem, place value, equivalent, decimal fraction Unit 2: millimetre, kilometre, mile, addition, add, make, sum, total</p> <p>altogether, increase, more, plus subtract, difference, minus, less, decrease, take away, equals, is the same as, inverse, tens/hundreds boundary, exchange, missing number, near double, half, halve Unit 3: chart, bar chart, frequency table, Carroll diagram, Venn diagram, axis, axes, diagram</p> <p>Year 4: Unit 1: Hundredths, decimal, decimal fraction, decimal point, decimal place, decimal equivalent, proportion, place value, ten times smaller, round, whole number Unit 2: Estimate, roughly, approximately, decimal places, fractions, decimals, problem, method, efficient, representation Unit 3: Survey, questionnaire, data</p>	
Reading	<p>At the start of Year 3, pupils should be demonstrating ever-increasing code knowledge and fluency in their independent reading, allowing them to focus more intently on the meaning of what they are reading.</p> <p>In Year 4 pupils should be beginning to independently read and comprehend longer works of fiction ('chapter books') and non-fiction.</p> <p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p>Key Poems:</p> <ul style="list-style-type: none"> • Duck's Ditty - From The Wind in the Willows; • Daddy fell into the Pond; • Happiness <p>Key Stories:</p> <ul style="list-style-type: none"> • Selections from The Wind in the Willows; 'The River Bank' and 'The Open Road' <p>SAYINGS AND PHRASES</p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> • On its last legs • Rule the roost 	<p>FLUENCY</p> <ul style="list-style-type: none"> ➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and understand the meaning of new words they meet e.g. 'forget' – forgotten, forgetful ➤ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word e.g. calendar, grammar, guide, heart, naughty, strength. <p>WIDTH OF READING (SHARED READING) <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ➤ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks expressing views and preferences. ➤ Reading books that are structured in different ways and reading for a range of purposes. Show some awareness of the various purposes for reading: e.g. reference books for information, novels and poetry for pleasure. ➤ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ➤ Identifying and discussing themes and conventions in a wide range of writing e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings. <p>Poetry:</p> <ul style="list-style-type: none"> ➤ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Pupil can re-read, rehearse and perform to show some understanding of the meaning of these texts. ➤ Recognising some different forms of poetry, (e.g. free verse, narrative poetry) <p>Debate:</p> <ul style="list-style-type: none"> ➤ Participate in discussion about both books that are read to them and those they can read for themselves, building on what others say, challenging others courteously and being challenged and responding appropriately in turn. <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> ➤ Using dictionaries to check the meaning of words that they have read e.g. reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult. ➤ Independently monitoring reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. foul (filthy) and foul in sport ➤ Discussing words and phrases that capture the reader's interest and imagination and explaining why <p>Inference:</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and attempting to justify inferences with evidence from the text <p>Prediction:</p>
		<p>FLUENCY</p> <ul style="list-style-type: none"> ➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, to understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. 'limit' - limitless, unlimited ➤ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word as set out in the 3/4 common exception word list <p>WIDTH OF READING (SHARED READING) <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ➤ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or non-fiction and reference books expressing views and preferences, justifying them by reference to the text. ➤ Reading books that are structured in different ways and reading for a range of purposes e.g. specialist books for advice on sports or hobbies, following a series by the same writer. ➤ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ➤ Identifying and discussing themes and conventions in *and across* a wide range of writing, identifying and discussing some themes and conventions in age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction. ➤ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <p>Poetry</p> <ul style="list-style-type: none"> ➤ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action and volume, using drama approaches with individual interpretation. ➤ Can confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks. <p>Debate</p> <ul style="list-style-type: none"> ➤ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say e.g. is able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> ➤ Using dictionaries to check the meaning of words that they have read ➤ Discussing words and phrases that capture the reader's interest and imagination and can usually say why, explaining the effect on them as a reader <p>Inference</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>Prediction</p> <ul style="list-style-type: none"> ➤ Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict

		<ul style="list-style-type: none"> ➤ Begin to read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader <p>Explanation:</p> <ul style="list-style-type: none"> ➤ Asking themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. I wonder how Tom knew what the rules of all the games were? ➤ Identifying how language, structure, and presentation contribute to meaning and help the reader draw meaning from the text: e.g. recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ Retrieve and record information from non-fiction, recording information in a form that can be easily retrieved: e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L). <p>Summarise:</p> <ul style="list-style-type: none"> ➤ Identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text 	<p>what might happen next, usually identifying clues the writer has planted for the reader</p> <p>Explanation:</p> <ul style="list-style-type: none"> ➤ Asking questions to improve their understanding of a text ➤ Identifying how language, structure, and presentation contribute to meaning e.g. recognises the shape a letter makes on the page; recognises a range of salutations and sign-off phrases for letters and knows which belong to a friendly letter and which to a formal one. <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ Retrieve and record information from non-fiction. Usually records information in a form that can be easily retrieved: e.g. is making and organising own notes from a non-fiction book or website to answer questions devised earlier. <p>Summarise</p> <ul style="list-style-type: none"> ➤ Identifying main ideas drawn from more than one paragraph and summarising these
Key Vocab	Genre Comic Magazine Leaflet Report Vocabulary Inference Prediction Explanation Retrievals Summarise Limerick* Myth* Tall Tale* Biography* Auto-biography* Fiction* Non-Fiction* Tengu Haiku Renga Text, prediction, inference, retrieval, summary, evidence, independent, information, fiction, non-fiction, dictionary, contents, facts, opinion, thesaurus Protagonist antagonist moral lesson similarities differences headings subheading bullet-points		
Science	<p>LIGHT AND OPTICS Teachers: Through experimentation and observation, introduce children to some of the basic physical</p> <ul style="list-style-type: none"> • phenomena of light, with associated vocabulary. • The speed of light: light travels at an amazingly high speed. • Light travels in straight lines (as can be demonstrated by forming shadows). • Transparent and opaque objects • Reflection • Mirrors: plane, concave, convex • Use of mirrors in telescopes and some microscopes • The spectrum: use a prism to demonstrate that white light is made up of a spectrum of colours. • Lenses can be used for magnifying and bending light (as in magnifying glass, microscope, camera, telescope, binoculars). <p>VISION: HOW THE EYE WORKS</p> <ul style="list-style-type: none"> • Parts of the eye: cornea, iris and pupil, lens, retina • Optic nerve • Farsighted and near-sighted 	<ul style="list-style-type: none"> ➤ Ask relevant questions when prompted ➤ Set up simple and practical enquiries, comparative and fair tests ➤ Set up comparative tests ➤ Make systematic observations, using simple equipment ➤ Use standard units when taking measurements ➤ Record findings in various ways ➤ With prompting, suggest how findings may be tabulated ➤ With prompting, use various ways of recording, grouping and displaying evidence ➤ With prompting, suggest conclusions from enquiries ➤ Suggest how findings could be reported ➤ Gather and record data about similarities, differences and changes ➤ With prompting, suggest conclusions that can be drawn from data ➤ Suggest possible improvements or further questions to investigate ➤ Recognise that they need light in order to see things and that dark is the absence of light ➤ Notice that light is reflected from surfaces ➤ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes ➤ Recognise that shadows are formed when the light from a light source is blocked by a solid object ➤ Find patterns in the way that the size of shadows change 	<ul style="list-style-type: none"> ➤ Ask relevant questions ➤ Plan different types of scientific enquiries to answer questions ➤ Set up simple and practical enquiries, comparative and fair tests ➤ Make systematic and careful observations using a range of equipment, including thermometers and data loggers ➤ Take accurate measurements using standard units, where appropriate ➤ Record findings using simple scientific language, drawings and labelled diagrams ➤ Record findings using keys, bar charts, and tables ➤ Gather, record, classify and present data in a variety of ways to help to answer questions ➤ Report on findings from enquiries, including oral and written explanations, of results and conclusions ➤ Report on findings from enquiries using displays or presentations ➤ Identify differences, similarities or changes related to simple scientific ideas and processes ➤ Use straightforward scientific evidence to answer questions or to support their findings ➤ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Key Vocab	Light Optic Transparent Opaque Translucent Reflection Plane Concave Convex Telescope Microscope Prism Spectrum White light Lens Magnify Camera Binoculars Vision Cornea, Iris, Pupil, lens, retina, optic nerve, near sighted, Myopic, far sighted Hypermetropia		

Year 3 / 4 A	Year 3 / 4 Year B		
	Spring Term 2nd Half		
	Key Knowledge	Year 3 Skills	Year 4 Skills
History	<p>THE RESTORATION: PLAGUE AND FIRE</p> <p>A. THE GREAT PLAGUE</p> <ul style="list-style-type: none"> • Outbreak of plague in London during very hot summer • Nearly 100,000 die before cold weather in October kills it off <p>B. THE GREAT FIRE OF LONDON</p> <ul style="list-style-type: none"> • Fire breaks out in Pudding Lane on 2 September 1666 • By the time it is extinguished five days later, more than three quarters of the City has been destroyed • Christopher Wren and d Robert Hooke in charge of rebuilding. Wren designs many new churches and St Paul’s Cathedral 	<ul style="list-style-type: none"> ➤ Establish clear narratives within and across the periods they study. Understand overview and depth. ➤ Develop chronologically secure knowledge and understanding of British, local and world history. ➤ Address and devise historically valid questions about change, similarity and difference. ➤ Address and devise historically valid questions about cause. ➤ Construct informed responses that involve thoughtful selection and organisation. ➤ Develop appropriate use of historical terms. ➤ Understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> ➤ Establish clear narratives within and across the periods they study. Understand overview and depth. ➤ Develop chronologically secure knowledge and understanding of British, local and world history. ➤ Address and devise historically valid questions about change, similarity and difference. ➤ Address and devise historically valid questions about cause. ➤ Construct informed responses that involve thoughtful selection and organisation. ➤ Develop appropriate use of historical terms. ➤ Understand how our knowledge of the past is constructed from a range of sources.
Bubonic Plague Doctor population flammable hygiene sanitation			
Geog.	<p>UK GEOGRAPHY</p> <p>Teachers: Pupils should study each region of the UK including: climate, landscape, resources, ecosystems, population distribution, people, cultural practices, economic activities, political status (Scotland, Wales and Northern Ireland) and places of interest. The aim is for pupils to develop their knowledge of the geography of the UK in more detail. The lists of regional geography are by no means extensive or final. They are included as examples of geographical knowledge that pupils might study. The regions covered in Years 4-6 can be taught in any order. In Year Four, teachers may like to begin with the region in which the school is located and then study a different region. The remaining regions should be taught in Years 5 and 6.</p> <p>I. LONDON AND THE SOUTH EAST</p> <ul style="list-style-type: none"> • Greater London, Surrey, East Sussex, West Sussex, Kent, Berkshire, Buckinghamshire, • Hertfordshire, Oxfordshire, Isle of Wight • Transport, River Thames, Houses of Parliament, Tower Bridge, St Paul’s Cathedral. • Buckingham Palace, Thames Barrier, Dover, Channel Tunnel, Battle of Hastings, Brighton, Southampton and Portsmouth 	<ul style="list-style-type: none"> ➤ Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. ➤ Describe and understand key aspects of human geography, including: types of settlement and land use. ➤ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom ➤ Establish an understanding of the interaction between physical and human processes ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ➤ Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> ➤ Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. ➤ Establish an understanding of the interaction between physical and human processes ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ➤ Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
London coastline Thames Dover Skyline Transportation Conurbation City of London Westminster			
Art	<p>I. ELEMENTS OF ART: LIGHT, SPACE AND DESIGN</p> <ul style="list-style-type: none"> • Teachers: The generally recognised elements of art include line, shape, form, space, light, texture, and colour. In Year 4, build on what the children have learned in earlier years as you introduce concepts of light, space and design. <p>A. LIGHT</p> <ul style="list-style-type: none"> • Observe how artists use light and shadow (to focus our attention, create mood, etc.) in: • Caravaggio, Supper at Emmaus, 1601 (National Gallery, London) [Explain that Caravaggio pioneered a very dramatic lighting contrasting dark shade with bright light, known as ‘chiaroscuro’, combining the Italian words for light and dark.] • Rembrandt van Rijn, Belshazzar’s Feast, 1636 (National Gallery, London) • Johannes Vermeer, The Milkmaid, c. 1658 (Rijksmuseum, Amsterdam) • Joseph Mallord William Turner, The Fighting Temeraire, 1859 (National Gallery, London) 	<ul style="list-style-type: none"> ➤ Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas. ➤ Drawing he/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. ➤ Drawing With pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing. ➤ Drawing With coloured pencil, he/she can block colour by applying pencil strokes in the same direction. ➤ Drawing With coloured pencil, he/she can control depth of colour by applying different pressures on the pencil tip. ➤ Drawing With wax crayon, he/she can plan and use different pressure to produce a picture working from light to dark. ➤ Art in Context/History he/she can create images in the style of an artist from history. 	<ul style="list-style-type: none"> ➤ Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas. ➤ Drawing he/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. ➤ Drawing With pastel/charcoal, he/she can vary the thickness of lines. ➤ Drawing With pastel/charcoal, he/she can use the side to build up layers of colour ➤ Drawing With pastel/charcoal, he/she can work on a soft paper to create an image with a set coloured background. ➤ Drawing With pastel/charcoal, he/she can work on top of a background to create detail. <p>Art in Context/History he/she can create images in the style of an artist from history.</p>
Form Tone Shade/Shadow Highlights Mid-tone Cast shadow tints/shades Chiaroscuro Ground Underpainting Burnt Sienna Yellow Ochre			
DT	<p>CREATE AND DESIGN PACKAGING</p> <ul style="list-style-type: none"> • Use the computer to research fair trade (Linking with Year 2 work) Easter Eggs 	<ul style="list-style-type: none"> ➤ Design he/she can generate and develop his/her ideas through discussion. 	<ul style="list-style-type: none"> ➤ Design he/she can generate and develop his/her ideas through discussion.

	<ul style="list-style-type: none"> Use basic art package to design packaging net. Create basic block print using polystyrene sheets to add design to the packaging <p>We are lighting designers Design, make and evaluate a personalised nightlight (Rising Stars Unit 4)</p> <p>Links with Year ¼ Year B – Spring 2 – The eye and light.</p>	<ul style="list-style-type: none"> Design he/she can design products that are functional and designed for purpose. Design he/she can use given shapes on a computer program to create a design. e.g. Use a computer-aided design program to create a net for packaging. Evaluate he/she can explain strengths and weaknesses of existing products. Evaluate he/she can evaluate his/her work against his/her own design criteria,. Evaluate he/she can discuss and describe well known designers and inventors and their work. 	<ul style="list-style-type: none"> Design he/she can design products that are functional and designed for purpose. Make he/she can cut slots. Evaluate he/she can explain strengths and weaknesses of existing products. Evaluate he/she can evaluate his/her work against his/her own design criteria,. Evaluate he/she can discuss and describe well known designers and inventors and their work. 	
VOCAB	➤ Currently being re-written			
Music	<p>NOTATION Review the following notation using Charanga Glockenspiel Stage Two</p> <ul style="list-style-type: none"> Crotchet  Minim  Semi-breve  Stave  Treble clef and names of lines and spaces in the treble clef  Crotchet rest  Minim rest  Semibreve rest  	<ul style="list-style-type: none"> Composing he/she can compose three note patterns. Composing he/she can improvise repeated patterns (ostinato). Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions. Performing he/she can perform as part of a group and individually to an audience. Listening and Context he/she can explain what they think a piece of music's purpose could be. Songs to Learn: 'London's Burning' and 'On Ilkley Moor Baht' at' 	<ul style="list-style-type: none"> Composing he/she can compose three note patterns. Composing he/she can reflect on, and improve his/her own work e.g. they can evaluate his/her piece against given criteria. Performing he/she can perform simple rhythmic and melodic patterns on an instrument to accompany a song. Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music. Listening and Context he/she can explain what they think a piece of music's purpose could be. 	
Crotchet Minim Semi-brave Stave Treble clef Rest Bar line Staff Quaver Time signatures (4/4, 2/4, 3/4) Very soft Soft Loud Very loud				
Computing	<ul style="list-style-type: none"> Content: We are HTML editors - Using hyperlinks to connect ideas and sources Online Safety: We are online risk managers 	<ul style="list-style-type: none"> The child can use digital technology safely and show respect for others when working online. The child can recognise unacceptable behaviour when using digital technology. Know who to talk to about concerns and inappropriate behaviour in school. The child can decide whether a web page is relevant for a given purpose or question. 	<ul style="list-style-type: none"> The child can understand that the internet transmits information as packets of data The child can understand how the internet makes the web possible. The child can use and combine a range of programs on a computer. The child can use a standard search engine to find information. The child can understand that search engines rank pages according to relevance. The child can demonstrate that they can act responsibly when using computers. The child can understand the difference between acceptable and unacceptable behaviours when using digital technology. Know who to talk to about concerns and inappropriate behaviour at home or in school. The child can decide whether digital content is relevant for a given purpose or question. 	
RE	<ul style="list-style-type: none"> Christianity - Is forgiveness always possible? 		<ul style="list-style-type: none"> Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? 	
PE	<ul style="list-style-type: none"> Year 3: Tennis / Gymnastics Year 3/4: Gymnastics/Athletics Year 4: Athletics / Tennis 	<ul style="list-style-type: none"> Tennis - Year 3 unit To be able to use the ready position To develop ball control and movement skills To develop racket and ball control To develop returning the ball using a forehand groundstroke To be able to rally using a forehand To develop the two handed backhand To learn how to score To be able to play against an opponent To work collaboratively with a partner to compete against others 	<ul style="list-style-type: none"> Athletics – Year 3 unit To develop the sprinting technique and improve on your personal best To develop changeover in relay events To develop fluency and rhythm when running over obstacles To develop jumping technique in a range of approaches and take off positions To develop jumping for height and safety on landing To develop throwing for distance and accuracy To develop throwing for distance in a pull throw To develop officiating and performing skills 	<ul style="list-style-type: none"> Gymnastics - Year 3 unit To be able to create interesting point and patch balances To be able to match a partner in a sequence To develop stepping into shape jumps with control To develop the straight, barrel, and forward roll To be able to transition smoothly into and out of balances To create a sequence with matching and contrasting actions and shapes To explore gymnastics skills using hoops To create a partner sequence incorporating equipment

	<ul style="list-style-type: none"> • Portraits (Portraits) (Year 3 & 3.4) • Vive le sport! (Our sporting lives) (year 4) 	<ul style="list-style-type: none"> • S & L - can listen to and respond to simple rhymes, stories and songs. • S & L - can recognise and respond to sound patterns and words. • S & L - can respond to topic related questions with a simple answer. • S & L - can understand instructions, everyday classroom language and praise words. • S & L - can memorise and present a short spoken text. • S & L - can use short phrases to express • R - can understand short texts and dialogues, made up of familiar language, printed in books or word processed. • R - can read aloud a familiar sentence, rhyme or poem. • R - can use a bilingual dictionary or glossary to look up new words • W - can write words and short phrases from memory with comprehensible spelling. 	<ul style="list-style-type: none"> • S & L - can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. • S & L - can identify and note the main points of a short spoken passage. • S & L - can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements. • S & L - can use generally accurate pronunciation when R - aloud or using familiar words or phrases. • R - can use sounds to help identify written words. personal responses for example, likes, dislikes and feelings. • W - can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts. • W - is beginning to use his/her knowledge of grammar to adapt and substitute single words and phrases in written work
PHSE	<ul style="list-style-type: none"> • Safeguarding/Online Safety: We are online risk managers • World-view/Go-givers: Rio Meets Callum (Royal National Institute of Blind People) (Links to Science) • World-view/Go-givers – The Gift of Sight (Links to Science) • British/Educate Against Hate: Trusting HTML (Links to Computing) • Safeguarding/Fire Safety: Detection and Escape • Norfolk: The Plague in King's Lynn 		

