




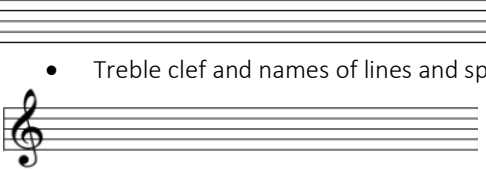
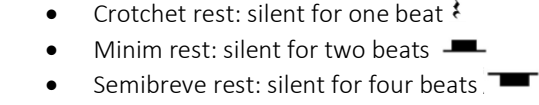



Year 3 / 4 Year A		
Summer 2 <sup>nd</sup> Half		
Key Content	Year 3 Skills	Year 4 Skills
<p>Writing</p>		
<p><b>BIOGRAPHY</b> Marco Polo (Link with History)</p> <ul style="list-style-type: none"> <li>Describe and discuss the life of a real person</li> <li>Information is based on fact</li> <li>Formal Style of writing</li> <li>Follows a chronology of Introduction, Early life, Education/Career, Most Notable Achievement Death/Current Life, Conclusion</li> <li>Incidents highlight positive a negative effect</li> <li>Inclusion of bracketed dates and colons to introduce the paragraph with a sub-heading</li> </ul> <p><b>HISTORICAL DIARY</b> Linked to Marco Polo</p> <ul style="list-style-type: none"> <li>orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...);</li> <li>an account of the events that took place, often in chronological order (The first person to arrive was ...);</li> <li>some additional detail about each event (He was surprised to see me.);</li> <li>reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> <li>Appropriate archaic language is used, including old-fashioned words that have fallen out of usage, e.g. Let me carry thy basket, old dame.</li> <li>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.</li> </ul> <p><b>POETRY</b> Haiku, Tanka and Renga</p> <ul style="list-style-type: none"> <li>observe carefully and include detail, drawing on all your senses;</li> <li>when writing from memory or imagination, create a detailed picture in your mind before you begin writing;</li> <li>be creative about the way you use words – use powerful or unusual vocabulary, or even create new words and phrases;</li> <li>These poems follow a very set syllable pattern and so when using few words, make every word count;</li> <li>play with the sounds or meanings of words to add an extra layer of enjoyment for your audience, e.g. use alliteration or assonance, a pun or double meaning;</li> <li>use imagery to help your reader/listener visualise what</li> </ul> <p><b>BIOGRAPHY (Topic Writing)</b> Raleigh or Drake (Link with history)</p>	<p><b>COMPOSITION</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>discussing and recording ideas organising them later into a given 'boxing up' frame or story mountain.</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary incorporating newly acquired vocabulary and using recently learned sentence types.</li> <li>organising paragraphs around a theme, organising their material into logical chunks and write a coherent series of linked sentences for each</li> <li>in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story.</li> <li>in non-narrative material, using simple organisational devices to organise their material into logical chunks and write an appropriate main and subheading for each</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements, identifying aspects linked to success criteria and recent teaching for improvement</li> <li>proposing some changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>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</li> <li>Read their writing aloud with expression, loudly and clearly enough to be heard and understood by all</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Legibility and quality of their handwriting is such that it can be read, is usually consistent and beginning to be pleasing in appearance.</li> </ul>	<p><b>COMPOSITION</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>discussing and recording ideas using notes organised into a 'boxing up' frame or story mountain</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>organising paragraphs around a theme within their planning and demarcating paragraphs on the page when drafted.</li> <li>in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot with detailed descriptions helping the reader visualise the story.</li> <li>in non-narrative material, cluster related information logically writing an engaging main heading for the text and relevant subheadings for each paragraph</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>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.</li> <li>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</li> <li>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</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

GPS	<ul style="list-style-type: none"> <li>Spelling taught from Year 3 and 4 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list</li> <li>Handwriting taught using Collins Guide as per handwriting policy.</li> <li>Grammar directed by English Appendix 2</li> </ul>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Form nouns using prefixes: use a range of prefixes to generate new nouns, (super-, anti-) and use them appropriately in their independent writing.</li> <li>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</li> </ul> <p><b>GRAMMAR</b> - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing</li> <li>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</li> <li>using conjunctions, adverbs and prepositions to express time and cause applying the new learning across a range of independent writing</li> <li>using the present perfect form of verbs in contrast to the past tense and applying this across a range of independent writing</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Understands when to use the correct form of ‘a’ or ‘an’</li> <li>Inverted commas consistently used to punctuate direct speech</li> </ul> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>Spell further homophones e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break.</li> <li>Spell some of the words that are often misspelt (3/4 word list in English Appendix 1)</li> <li>Place the possessive apostrophe accurately in words with regular plurals: e.g. girls’, boys’ and in words with irregular plurals: e.g. children’s</li> <li>Use further prefixes and understand how to add them (English Appendix 1) e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity.</li> <li>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</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Form nouns using prefixes (super-, anti-), using them appropriately in their independent writing and explaining their meaning.</li> <li>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.</li> </ul> <p><b>GRAMMAR</b> - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in a wide range of writing</li> <li>use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences</li> <li>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</li> <li>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.</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Consistently accurate in the use the correct form of ‘a’ or ‘an’</li> <li>Use of inverted commas and other punctuation to indicate direct speech;</li> <li>apostrophes to mark plural possession;</li> <li>use of commas after fronted adverbials</li> </ul> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>Spell further homophones e.g. whose/who’s, peace/piece, whether/weather,</li> <li>Spell most of the words that are often misspelt (3/4 word list in English Appendix 1)</li> <li>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.</li> <li>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-.</li> <li>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.</li> <li>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</li> </ul>
Key Vocab	Fable, moral, character, setting, plot, sequence, dictionary, homophone, synonyms, antonyms, homophones , compound words, audience, purpose, plural, nouns,		
Maths	<ul style="list-style-type: none"> <li>Measurement: conversions and problem solving (continued from Summer 1)</li> <li>Geometry: 2D and 3D shapes</li> <li>Geometry: position and direction</li> <li>Consolidation of calculation and application of these to problems</li> </ul>	<p><b>Unit: Measurement (Unit started in Summer 1)</b></p> <ul style="list-style-type: none"> <li>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>continue to measure using appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 5m = 500cm)</li> </ul> <p><b>Unit: Geometry</b></p> <ul style="list-style-type: none"> <li>draw 2-D shapes and make 3-D shapes using modelling materials</li> <li>recognise 3-D shapes in different orientations and describe them</li> <li>Mark a given square on a grid, e.g. A3</li> <li>Continue to recognise and devise patterns and sequences in shapes</li> <li>Give and follow multi-step instructions in own environment</li> </ul> <p><b>Unit: Consolidation of calculation and application through problems</b></p> <ul style="list-style-type: none"> <li>Consolidation of calculation strategies and application to problems (including fractions)</li> </ul> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>Recall multiples of 8 up to 12x8 in any order, including missing numbers and related division facts fluently.</li> </ul>	<p><b>Unit: Measurement (Unit started in Summer 1)</b></p> <ul style="list-style-type: none"> <li>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 (link with conversion of measurements)</li> <li>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number (focus on measurement)</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why (focus on measurement)</li> </ul> <p><b>Unit: Geometry</b></p> <ul style="list-style-type: none"> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>3D shapes</li> <li>complete a simple symmetric figure with respect to a specific line of symmetry</li> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>Plot specified points and draw sides to complete a given polygon</li> </ul>

			<p><b>Unit: Consolidation of calculation and application through problems</b></p> <ul style="list-style-type: none"> <li>➤ Consolidation of calculation strategies and application to problems (including fractions)</li> </ul> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>➤ Recall multiples of 9 in any order, including missing numbers and related division facts fluently.</li> <li>➤ Recall multiples of 12 in any order, including missing numbers and related division facts with growing fluency (using 10x and adjusting by adding 2 more groups).</li> </ul>
Key Vocab	<p>Year 3: <b>Unit 1:</b> Temperature, centigrade, millimetre, kilometre, mile, conversion, kilogram, gram, litre, millilitre, millimetre, centimetre, equivalent, units, Mass, big, bigger, small, smaller, weight, heavy/ light, heavier / lighter, heaviest / lightest <b>Unit 2:</b> compass point, north, south, east, west, N,S,E,W, hemisphere, prism, triangular prism, two dimensional, three dimensional, pattern, sequence, face, edge, vertex, vertices, cube, pyramid sphere, cone</p> <p>Year 4: <b>Unit 1:</b> Multiply and divide by 10, 100, decimal, decimal place, tenths, hundredths, fractions, quantities, unit fraction, non-unit fraction, Temperature, centigrade, millimetre, kilometre, mile, conversion, kilogram, gram, litre, millilitre, millimetre, centimetre, equivalent, units, Mass, big, bigger, small, smaller, weight, heavy/ light, heavier / lighter, heaviest / lightest <b>Unit 2:</b> north-east, north-west, south-east, south-west, NE, NW, SE, SW, translate, translation, rotate, rotation, three- dimensional, spherical, cylindrical, tetrahedron, polyhedron , two dimensional, oblong, rectilinear, equilateral triangle, isosceles triangle, scalene triangle, heptagon, parallelogram, rhombus, trapezium, polygon</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><b>Key Poems:</b></p> <ul style="list-style-type: none"> <li>• Poems of Ogden Nash</li> </ul> <p><b>Key Text:</b></p> <ul style="list-style-type: none"> <li>• 'Who was Marco Polo?' (Non-fiction link and link with History – Featured Explorer)</li> <li>• <i>The Tongue-Cat Sparrow (Japanese Fairy Tale - Yei Theodora Ozaki)</i></li> <li>• <i>The Arabian Nights: Ali Baba and Aladdin</i></li> </ul> <p><b>SAYINGS AND PHRASES</b></p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> <li>• Beggars can't be choosers.</li> <li>• Clean bill of health</li> <li>• Cold shoulder</li> </ul>	<p><b>FLUENCY</b></p> <ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ 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.</li> </ul> <p><b>WIDTH OF READING (SHARED READING)</b> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> <li>➤ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks expressing views and preferences.</li> <li>➤ 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.</li> <li>➤ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>➤ 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.</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Recognising some different forms of poetry, (e.g. free verse, narrative poetry)</li> </ul> <p><b>Debate:</b></p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b> <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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</li> <li>➤ Discussing words and phrases that capture the reader's interest and imagination and explaining why</li> </ul> <p><b>Inference:</b></p>	<p><b>FLUENCY</b></p> <ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ 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</li> </ul> <p><b>WIDTH OF READING (SHARED READING)</b> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>➤ 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.</li> <li>➤ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Can confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks.</li> </ul> <p><b>Debate</b></p> <ul style="list-style-type: none"> <li>➤ 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</li> </ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b> <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>➤ Using dictionaries to check the meaning of words that they have read</li> <li>➤ 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</li> </ul> <p><b>Inference</b></p>

		<ul style="list-style-type: none"> <li>➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and attempting to justify inferences with evidence from the text</li> </ul> <p><b>Prediction:</b></p> <ul style="list-style-type: none"> <li>➤ 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</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>➤ 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?</li> <li>➤ 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</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>➤ 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).</li> </ul> <p><b>Summarise:</b></p> <ul style="list-style-type: none"> <li>➤ 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</li> </ul>	<ul style="list-style-type: none"> <li>➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>➤ Reading '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</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>➤ Asking questions to improve their understanding of a text</li> <li>➤ 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.</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul> <p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>➤ Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>
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><b>SIMPLE MACHINES</b></p> <p><b>Teachers:</b> Examine with children how specific tools are made to perform specific jobs- for example, hammers, screwdrivers, pliers, etc. Through observation and experimentation, examine with children how simple machines help make work easier, and how they are applied and combined in familiar tools and machines.</p> <p><b>A. SIMPLE MACHINES</b></p> <ul style="list-style-type: none"> <li>• Lever</li> <li>• Pulley</li> <li>• Wheel and axle <ul style="list-style-type: none"> <li>• Gears: wheels with teeth and notches</li> <li>• How gears work and familiar uses (for example, in bicycles)</li> </ul> </li> <li>• Inclined plane</li> <li>• Wedge</li> <li>• Screw</li> </ul> <p><b>B. FRICTION, AND WAYS TO REDUCE FRICTION (LUBRICANTS, ROLLERS, ETC.)</b></p>	<ul style="list-style-type: none"> <li>➤ Ask relevant questions when prompted</li> <li>➤ Set up simple and practical enquiries, comparative and fair tests</li> <li>➤ Set up comparative tests</li> <li>➤ Make systematic observations, using simple equipment</li> <li>➤ Use standard units when taking measurements</li> <li>➤ Record findings in various ways</li> <li>➤ With prompting, suggest how findings may be tabulated</li> <li>➤ Suggest how findings could be reported</li> <li>➤ Gather and record data about similarities, differences and changes</li> <li>➤ With prompting, suggest conclusions that can be drawn from data</li> <li>➤ Suggest possible improvements or further questions to investigate</li> <li>➤ Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>➤ Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask relevant questions</li> <li>➤ Plan different types of scientific enquiries to answer questions</li> <li>➤ Set up simple and practical enquiries, comparative and fair tests</li> <li>➤ Make systematic and careful observations using a range of equipment, including thermometers and data loggers</li> <li>➤ Take accurate measurements using standard units, where appropriate</li> <li>➤ Record findings using simple scientific language, drawings and labelled diagrams</li> <li>➤ Record findings using keys, bar charts, and tables</li> <li>➤ Report on findings from enquiries, including oral and written explanations, of results and conclusions</li> <li>➤ Report on findings from enquiries using displays or presentations</li> <li>➤ Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>➤ Use straightforward scientific evidence to answer questions or to support their findings</li> <li>➤ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>
Key Vocab	Machines, friction, lubricant, gears, lever, pulley, wheel, axle,		

Year 3/4 A	Year 3 / 4 Year A		
	Summer 2 <sup>nd</sup> Half		
	Key Knowledge	Year 3 Skills	Year 4 Skills
History	<p><b>EARLY BRITISH NAVAL DOMINANCE</b></p> <ul style="list-style-type: none"> <li>Henry VIII created Royal Navy</li> <li>Strong Elizabethan Navy and privateers</li> <li>Spanish Armada <ul style="list-style-type: none"> <li>Philip II of Spain wanted to use the Spanish Armada to overthrow Elizabeth I.</li> <li>English fireships attack the Spanish Armada, which was pursued around the British Isles.</li> <li>Many ships from the Spanish Armada wrecked near Ireland due to storms.</li> </ul> </li> <li><b>Sir Francis Drake</b> <ul style="list-style-type: none"> <li>Circumnavigated the globe</li> <li>Atlantic privateering</li> </ul> </li> <li><b>Sir Walter Raleigh</b> <ul style="list-style-type: none"> <li>Colony at Roanoke Island</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Establish clear narratives within and across the periods they study. Understand overview and depth.</li> <li>Develop chronologically secure knowledge and understanding of British, local and world history.</li> <li>Address and devise historically valid questions about change, similarity and difference.</li> <li>Note connections, contrasts and trends over time.</li> <li>Address and devise historically valid questions about significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation.</li> <li>Develop appropriate use of historical terms.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Establish clear narratives within and across the periods they study. Understand overview and depth.</li> <li>Develop chronologically secure knowledge and understanding of British, local and world history.</li> <li>Address and devise historically valid questions about change, similarity and difference.</li> <li>Note connections, contrasts and trends over time.</li> <li>Address and devise historically valid questions about significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation.</li> <li>Develop appropriate use of historical terms.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
	Supremacy succession Elizabethan Religious Settlement invasion tactic The Spanish Armada Navy Armada Overthrow Circumnavigate Privateer colony		
Geog.	<p><b>GEOGRAPHY OF ASIA AND EARLY ASIAN CIVILISATIONS</b></p> <p><b>Teachers:</b> Pupils are introduced to Asia through the countries of India, China and Japan. They should learn where these countries are located and study their physical setting and culture.</p> <ul style="list-style-type: none"> <li>Learn that Asia is the largest continent, with the most populous countries in the world</li> <li>Himalayan mountain range includes some of the tallest mountains in the world. The tallest mountain is Mt. Everest.</li> <li>Locate the following countries: <ul style="list-style-type: none"> <li>China</li> <li>India</li> <li>Japan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate countries and describe features studied.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> <li>Describe and understand key aspects of physical geography, including: rivers, (Coasts) mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus Central America and Asia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> <li>Describe and understand key aspects of physical geography, including: rivers, (Coasts) mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within Asia</li> </ul>
	Vocabulary: Tokyo, Kyoto, climate, weather, tsunami, monsoon, Samurai, kimono, origami, Warrior, Indus River, Indus Valley, Ganges River, Hinduism, Vishnu, Pantheon, Qin dynasty, Land of the rising Sun Indus River Indus Valley		
Art	<p><b>LANDSCAPE</b></p> <p>1. Recognise and discuss as landscapes (images of nature or the natural environment, from the Dutch word 'landschap'):</p> <ul style="list-style-type: none"> <li>Jacob Ruisdael, <i>Landscape with Bentheim Castle</i>, 1653 (National Gallery of Ireland, Dublin)</li> <li>John Constable, <i>Salisbury Cathedral from the Meadows</i>, 1831 (National Gallery, London)</li> <li>Henri Rousseau, <i>Surprised! A Tiger in a Tropical Storm</i>, 1891 (National Gallery, London)</li> </ul>	<ul style="list-style-type: none"> <li>Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas.</li> <li>Painting he/she can select the brush size and type depending on the task.</li> <li>Painting he/she can mix and match colours for purpose: skin tones, backgrounds.</li> <li>Painting he/she can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.</li> <li>Independent Artist he/she can take responsibility for preparing, organising and clearing away her painting area.</li> <li>Art in Context/History he/she can create images in the style of an artist from history.</li> <li>Art in Context/History he/she can discuss and describe well known artists' work and explain how their work is similar/different</li> </ul>	<ul style="list-style-type: none"> <li>Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas.</li> <li>Painting he/she can select the brush size and type depending on the task.</li> <li>Painting he/she can mix and match colours for purpose: skin tones, backgrounds.</li> <li>Painting he/she can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.</li> <li>Independent Artist he/she can take responsibility for preparing, organising and clearing away her painting area.</li> <li>Art in Context/History he/she can create images in the style of an artist from history.</li> <li>Art in Context/History he/she can discuss and describe well known artists' work and explain how their work is similar/different</li> </ul>

DT	<p><b>Simple Machines and Friction (Link with Science)</b></p> <ul style="list-style-type: none"> <li>Build a straw rollercoaster</li> <li>Clothespin Button Racer</li> <li><b>Examine the History of friction:</b> Leonardo da Vinci , Newton, Anish Kapoor – Orbit Tower</li> </ul>	<ul style="list-style-type: none"> <li>Design he/she can generate and develop his/her ideas through discussion.</li> <li>Design he/she can design products that are functional and designed for purpose.</li> <li>Design he/she can create a cross sectional drawing of his/her design.</li> <li>Evaluate he/she can explain strengths and weaknesses of existing products.</li> <li>Evaluate he/she can evaluate his/her work against his/her own design criteria,.</li> <li>Evaluate he/she can discuss and describe well known designers and inventors and their work.</li> <li>Can create a shell or frame structure, strengthening with diagonal struts.</li> </ul>	<ul style="list-style-type: none"> <li>Design he/she can generate and develop his/her ideas through discussion.</li> <li>Design he/she can design products that are functional and designed for purpose.</li> <li>Design he/she can create a cross sectional drawing of his/her design.</li> <li>Evaluate he/she can explain strengths and weaknesses of existing products.</li> <li>Evaluate he/she can evaluate his/her work against his/her own design criteria,.</li> <li>Evaluate he/she can discuss and describe well known designers and inventors and their work.</li> <li>Can create a shell or frame structure, strengthening with diagonal struts.</li> </ul>				
Music	<p><b>NOTATION</b> Review the following notation through the playing of Glockenspiel using Charanga Blackbird by the Beatles</p> <ul style="list-style-type: none"> <li>Crotchet  Minim  Semi-breve </li> <li>Understand the following notation:</li> <li>Stave</li> </ul>  <ul style="list-style-type: none"> <li>Treble clef and names of lines and spaces in the treble clef</li> </ul>  <ul style="list-style-type: none"> <li>Crotchet rest: silent for one beat </li> <li>Minim rest: silent for two beats </li> <li>Semibreve rest: silent for four beats </li> </ul> <p><b>Charanga: Bringing us together – Disco</b> Listen and Appraise the song Bringing Us Together and other Disco songs:</p> <ul style="list-style-type: none"> <li>Bringing Us Together by Joanna Mangona and Pete Readman</li> <li>Good Times by Nile Rodgers</li> <li>Ain't Nobody by Chaka Khan</li> <li>We Are Family by Sister Sledge</li> </ul>	<ul style="list-style-type: none"> <li>Can create his/her own symbols to represent different sounds and instruments in his/her compositions.</li> <li>Can perform given compositions/songs from memory.</li> <li>Can compose three note patterns.</li> <li>Composing he/she can reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria.</li> <li><b>Can take part in two-part songs</b></li> <li>Performing he/she can perform simple rhythmic and melodic patterns on an instrument to accompany a song..</li> <li>Can compare pieces, thinking about pitch, mood, rhythm and tempo.</li> <li>Can explain what they think a piece of music's purpose could be.</li> <li>Can begin to identify how many beats are in a bar when listening to pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Can create his/her own symbols to represent different sounds and instruments in his/her compositions.</li> <li>Can perform given compositions/songs from memory.</li> <li>Can compose three note patterns.</li> <li><b>Can take part in two-part songs.</b></li> <li>Can compare pieces, thinking about pitch, mood, rhythm and tempo.</li> <li>Can explain what they think a piece of music's purpose could be.</li> <li>Can begin to identify how many beats are in a bar when listening to pieces of music.</li> </ul>				
Vocabulary: Disco, notation, treble clef, stave, crotchet, minim, semi-breve, rest, Bar line Staff Quaver Time signatures (4/4, 2/4, 3/4) Very soft Soft Loud Very loud							
Computing	<p><b>Content: We are opinion pollsters</b> - Understand some elements of survey design.</p> <ul style="list-style-type: none"> <li>Understand some ethical and legal aspects of online data collection.</li> <li>Use the web to facilitate data collection.</li> <li>Gain skills in using charts to analyse data.</li> <li>Gain skills in interpreting results.</li> </ul> <p><b>Online Safety:</b> We are avatar creators</p> <ol style="list-style-type: none"> <li>Understand that internet identities are actively constructed by the user</li> <li>Recognise that internet identities can be misleading or not representative of the creator</li> <li>Recall that personal information should not be shared by anyone online who we don't know in real life.</li> </ol>	<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>				
RE	Sikhism – Why is sharing important to Sikhs?						
PE	<ul style="list-style-type: none"> <li><b>Year 3:</b> Athletics/Tennis</li> <li><b>Year 3/4:</b> Athletics/Cricket</li> <li><b>Year 4:</b> Netball/Cricket</li> </ul>	<ul style="list-style-type: none"> <li><b>Cricket - Year 3/4 unit</b></li> <li>To develop overarm throwing and catching</li> <li>To develop underarm bowling</li> </ul>	<ul style="list-style-type: none"> <li><b>OAA - Year 3/4 unit</b></li> <li>To develop cooperation and teamwork skills</li> <li>To work effectively with a partner</li> <li>To develop communication skills</li> <li>To develop trust and team work</li> </ul>	<ul style="list-style-type: none"> <li><b>Athletics – Year 3 unit</b></li> <li>To develop the sprinting technique and improve on your personal best</li> <li>To develop changeover in relay events</li> </ul>	<ul style="list-style-type: none"> <li><b>Tennis - Year 3 unit</b></li> <li>To be able to use the ready position</li> <li>To develop ball control and movement skills</li> <li>To develop racket and ball control</li> </ul>	<ul style="list-style-type: none"> <li><b>Dance - Year 3 unit</b></li> <li>To create actions in response to a stimulus and move in unison with a partner</li> <li>To create actions to move in contact with a partner or interact with a partner</li> </ul>	<ul style="list-style-type: none"> <li><b>Netball - Year 3/4 unit</b></li> <li>To develop ball handling skills</li> <li>To practise throwing and catching</li> <li>To develop passing and moving</li> </ul>

		<ul style="list-style-type: none"> <li>To learn how to grip the bat and develop batting technique</li> <li>To develop the batting technique</li> <li>To be able to field a ball using a two handed pick up and a short barrier</li> <li>To develop overarm bowling technique</li> <li>To be able to play the role of bowler, batter, wicket keeper and fielder in a game</li> <li>To play apply skills learnt to mini cricket</li> </ul>	<ul style="list-style-type: none"> <li>To be able to follow and give instructions</li> <li>To work effectively in small groups</li> <li>To develop planning and problem solving skills</li> <li>To work positively towards a team goal</li> <li>To involve all team members in an activity</li> <li>To develop trust and accept support</li> <li>To be able to listen to others and follow instructions</li> <li>To develop map reading</li> <li>To be able to identify objects on a map</li> <li>To be able to draw and follow a simple map</li> <li>be able to navigate around a grid</li> <li>To draw a route using directions</li> <li>To be able to orientate a map</li> </ul>	<ul style="list-style-type: none"> <li>To develop fluency and rhythm when running over obstacles</li> <li>To develop jumping technique in a range of approaches and take off positions</li> <li>To develop jumping for height and safety on landing</li> <li>To develop throwing for distance and accuracy</li> <li>To develop throwing for distance in a pull throw</li> <li>To develop officiating and performing skills</li> </ul>	<ul style="list-style-type: none"> <li>To develop returning the ball using a forehand groundstroke</li> <li>To be able to rally using a forehand</li> <li>To develop the two handed backhand</li> <li>To learn how to score</li> <li>To be able to play against an opponent</li> <li>To work collaboratively with a partner to compete against others</li> </ul>	<ul style="list-style-type: none"> <li>To understand how dynamics affect the actions performed</li> <li>To be able to select and use actions to represent an idea</li> <li>To work with a partner to choose actions that relate to an idea</li> <li>To remember and repeat actions</li> <li>To use dynamics to clearly show different phrases</li> <li>To choose actions which relate to the idea</li> <li>To use space and timing to make my work look interesting</li> <li>To understand and use formations</li> <li>To choose poses which relate to the stimulus</li> <li>To use transitions and changes of timing to move into and out of shapes</li> </ul>	<ul style="list-style-type: none"> <li>To be able to play within the footwork rule</li> <li>To develop passing and moving towards a goal</li> <li>To be able to lose a defender</li> <li>To be able defend an opponent and try to win the ball</li> <li>To develop the shooting action</li> <li>To play small sided games using netball rules</li> <li>To learn the positions of High 5 Netball and where each is allowed to go</li> </ul>
MFL	<ul style="list-style-type: none"> <li>Ça pousse! (Growing things) (Year 3 &amp; ¼)</li> <li>Quel temps fait-il? (What's the weather like?) (Year 4)</li> </ul>	<ul style="list-style-type: none"> <li>S &amp; L - can listen to and respond to simple rhymes, stories and songs.</li> <li>S &amp; L - can recognise and respond to sound patterns and words.</li> <li>S &amp; L - can respond to topic related questions with a simple answer.</li> <li>S &amp; L - can understand instructions, everyday classroom language and praise words.</li> <li>S &amp; L - can memorise and present a short spoken text.</li> <li>S &amp; L - can use short phrases to express</li> <li>R - can understand short texts and dialogues, made up of familiar language, printed in books or word processed.</li> <li>R - can read aloud a familiar sentence, rhyme or poem.</li> <li>R - can use a bilingual dictionary or glossary to look up new words</li> <li>W - can write words and short phrases from memory with comprehensible spelling.</li> </ul>	<ul style="list-style-type: none"> <li>S &amp; 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.</li> <li>S &amp; L - can identify and note the main points of a short spoken passage.</li> <li>S &amp; L - can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements.</li> <li>S &amp; L - can use generally accurate pronunciation when R - aloud or using familiar words or phrases.</li> <li>R - can use sounds to help identify written words.personal responses for example, likes, dislikes and feelings.</li> <li>W - can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts.</li> <li>W - is beginning to use his/her knowledge of grammar to adapt and substitute single words and phrases in written work</li> </ul>				
PHSE	<ul style="list-style-type: none"> <li><b>Health/Go-givers:</b> Photo Caption (Links with SRE and Online Safety)</li> <li><b>World-view/Go-givers:</b> The Para-Olympic Games (<i>Links with Summer Olympics</i>)</li> <li><b>British/Educate Against Hate:</b> Community Dance (<i>Links to Music</i>)</li> <li><b>Norfolk:</b> Captain Vancouver (Links with Marco Polo and James Cook in Yr5/6)</li> <li><b>Home Learning Research Project:</b> Western Europe (29th June)</li> </ul>						

