

Year 3 / 4 Year A			
Autumn Term 1 st Half			
	Key Content	Year 3 Skills	Year 4 Skills
Writing	<p>Genre: Personal Narrative (Based on a holiday experience) NARRATIVE WRITING</p> <ul style="list-style-type: none"> Write a familiar story that includes setting(s), character(s), dialogue and, if appropriate, several events, using temporal words and phrases to indicate the chronology of events. Write a personal narrative. Create a title and an ending that are relevant to the narrative. <p>Genre: Fable Text: Beauty and the Beast (Value inward characteristics like kindness over superficial qualities like wit and appearance) CHARACTER DESCRIPTION</p> <ul style="list-style-type: none"> Write a familiar story that includes setting(s), character(s), dialogue and, if appropriate, several events, using temporal words and phrases to indicate the chronology of events. Write a personal narrative. Create a title and an ending that are relevant to the narrative. <p>Genre: Myths (Become familiar with...) Text: Greek Myths and mythological gods and characters.</p> <ul style="list-style-type: none"> Zeus Hera Apollo Artemis Poseidon Aphrodite Centaurs Cerberus Prometheus Pandora's Box Oedipus and the Sphinx Theseus and the Minotaur Daedalus and Icarus Mount Olympus – Home of the Gods of Ancient Greece. <p>GENRE: Information Text</p> <ul style="list-style-type: none"> Write an information text on Mount Olympus. <p>Topic Writing: Link with Science Non-Chronological Report on Migration.</p>	<p>COMPOSITION 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 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 un-joined 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.
VOCAB	Fable, moral, character, setting, values, kindness, appearance, adjective, conjunction, paragraph, noun, verb, subheading, expanded noun, mythological, gods, narrative, punctuation. Non-chronological Report: explain, describe, opening, general classification, technical classification (optional), description, qualities, conclusion, present tense, general, specific, formal language Narrative: myths, mythical, unreal, entertain, opening, setting characters, build up, complication resolution and ending 'cliffhangers', first/third person, past tense, chronological, conjunctions that signal time, dialogue, time shifts, conjunctions that shift attention, adjectives, precise nouns, expressive verbs, similes,		
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>	<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 some independent writing ▶ 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"> ▶ choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in a wide range of writing ▶ 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	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 Year 4 Pronoun, possessive pronoun, adverbial, clause, main clause, subordinate clause, paragraphs: topic, supporting, concluding		
Maths	<ul style="list-style-type: none"> • Numbers and the number system: • Place value • Addition and subtraction • Rounding • Ordering • Simple problem solving • Times tables 	<p><u>Unit: Reasoning with number</u></p> <ul style="list-style-type: none"> ▶ recognise the place value of each digit (hundreds, tens, ones) ▶ Count on or back in single-digit steps or multiples of 10 from any given number. ▶ Count on or back in steps of 10, 50 or 100 from any given number. ▶ compare and order 3 digit numbers up to 1000 ▶ read and write numbers up to 1000 in numerals and in words ▶ find 10 and 100 more or less than a given number ▶ identify, represent and estimate numbers using different representations, including the number line and partitioning in different ways ▶ count from 0 in multiples of 4, 8, 50 and 100 ▶ Round two and three digit whole numbers to the nearest 10 ▶ solve number problems and practical problems involving these ideas <p><u>Unit: Problem solving with addition and subtraction</u></p> <ul style="list-style-type: none"> ▶ add and subtract two-digit numbers mentally ▶ add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds ▶ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction ▶ estimate the answer to a calculation and use inverse operations to check answers ▶ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <p><u>Multiplication tables focus:</u> Count in multiples of 3 to 12x3 in order from 0 fluently Revisit 2x, 5x, 10x tables from KS1</p>	<p><u>Unit: Reasoning with number</u></p> <ul style="list-style-type: none"> ▶ find 1000 more or less than a given number ▶ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ▶ Recognise odd and even numbers to at least 1000. ▶ order and compare numbers beyond 1000 (up to 10 000) ▶ solve number and practical problems that involve all of the above and with increasingly large positive numbers ▶ round any number to the nearest 10, 100 or 1000 ▶ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value ▶ count in multiples of 6, 7, 9, 25 and 1000 ▶ identify, represent and estimate numbers using different representations ▶ Count backwards through zero including negative numbers <p><u>Unit: Problem solving with addition and subtraction</u></p> <ul style="list-style-type: none"> ▶ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate ▶ estimate and use inverse operations to check answers to a calculation ▶ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why <p><u>Multiplication tables focus:</u></p> <ul style="list-style-type: none"> ▶ Recall multiples of 3,4 and 8 up to 12x in any order, including missing numbers and related division facts fluently.

			<ul style="list-style-type: none"> Fluently count in 6's in order up to 12x6, using multiples of 3 to support.
Key Vocab	<p>Year 3: Unit 1: ones, tens, hundreds, digit, compare, order, greater than, less than, equal to, equivalent to, place, place value, represents, exchange, count on in eights, fifties, to hundreds...factor of, multiples, relationship, Roman numerals, rounding, partition, estimate, estimation, numerals, approximate, round up, round down, nearest Unit 2: Addition, add, make, sum, total, 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.</p> <p>Year 4: Unit 1: ones, tens, hundreds, thousands, digit, compare, order, greater than, less than, equal to, equivalent to, place, place value, represents, exchange, count on in, factor of, multiples, relationship, Roman numerals, rounding, partition, estimate, estimation, numerals, approximate, round up, round down, nearest ten, thousand, hundred thousand, million, next, consecutive, integer, positive, negative, above/below zero, minus, negative numbers Unit 2: Addition, add, make, sum, total, 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.</p>		
Reading	<ul style="list-style-type: none"> 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. In Year 4 pupils should be beginning to independently read and comprehend longer works of fiction ('chapter books') and non-fiction. See Medium Guided Reading Plans for an overview of the texts that children will be reading each week. <p>Key Poems: Something told to the wild geese (Rachel Field)</p> <p>Key Text: Beauty and the Beast; Norse and Greek Mythology</p> <p>SAYINGS AND PHRASES Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> Back to the drawing board Better late than never Cold feet 	<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>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

		<p>Prediction:</p> <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>I. CYCLES IN NATURE</p> <p>A. SEASONAL CYCLES</p> <ul style="list-style-type: none"> • The four seasons and Earth's orbit around the Sun [Review from Year 1] • Seasons and life processes • Spring: sprouting, sap flow in plants, mating and hatching • Summer: growth • Autumn: ripening, migration • Winter: plant dormancy, animal hibernation <p>MAGNETISM</p> <p>Magnetism was introduced in Year 1. Review and introduce new topics in Year 3, with greater emphasis on experimentation.</p> <ul style="list-style-type: none"> • Magnetism demonstrates that there are forces we cannot see that act upon objects. • Most magnets contain iron • Lodestones: naturally occurring magnets • Magnetic poles: north-seeking and south-seeking poles • Magnetic field (strongest at the poles) • Law of magnetic attraction: unlike poles attract, like poles repel. • The Earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole). • Orienteering: use of a magnetised needle in a compass, which will always point to the north 	<ul style="list-style-type: none"> • Gather and record data about similarities, differences and changes • Set up comparative tests • With prompting, suggest conclusions that can be drawn from data ➤ Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow and how they vary from plant to plant ➤ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature ➤ Notice that some forces need contact between two objects, but magnetic forces can act at a distance ➤ Observe how magnets attract or repel each other and attract some materials and not others ➤ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ➤ Describe magnets as having two poles ➤ Predict whether two magnets will attract or repel each other, depending on which poles are facing 	<ul style="list-style-type: none"> ➤ Set up simple and practical enquiries, comparative and fair tests ➤ Record findings using simple scientific language, drawings and labelled diagrams ➤ Identify differences, similarities or changes related to simple scientific ideas and processes ➤ Report on findings from enquiries, including oral and written explanations, of results and conclusions
Key Vocab	Seasons, earth, orbit, autumn, migration, sun, Magnetism Simple Machines Attract Repel Bar Magnet Magnetic Field North South Pole Compass		

Year 3 / 4 A	Year 3 / 4 Year A		
	Autumn Term 1 st Half		
	Key Knowledge	Year 3 Skills	Year 4 Skills
History	<p>Ancient Greece:</p> <p>Recognise important features in Ancient Greek geography</p> <ul style="list-style-type: none"> • Mediterranean Sea, Aegean Sea, Crete • Become familiar with Sparta and its warrior culture • Understand the importance of Athens as a city-state- Athenian democracy • Become familiar with the Persian Wars • Marathon and Thermopylae • Recognise the origin of the Olympic Games in Ancient Greece. <p>Become familiar with Ancient Greek religion:</p> <ul style="list-style-type: none"> • Worship of many gods and goddesses; Zeus, Poseidon, Hades, Athena, Hara, Apollo, Artemis, Aphrodite, Ares, Hermes, Hephaestus 	<ul style="list-style-type: none"> ✔ Establish clear narratives within and across the periods they study. ✔ Understand overview and depth ✔ Address and devise historically valid questions about cause. ✔ Construct informed responses that involve thoughtful selection and organisation. ✔ Develop appropriate use of historical terms. ✔ Develop chronologically secure knowledge and understanding of British, local and world history. ✔ 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 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.
Vocabulary: Citizenship, democracy, social system, constitution, city state			
Geog.	<p>Settlements and Populations:</p> <ul style="list-style-type: none"> • Identify different types of settlement: hamlets, villages, towns, cities and conurbations. • Distinguish between rural, urban and suburban areas. • Use a local map to identify the site and situation of local settlements. • Where are settlements found? In valleys, along coasts and at river crossings. • Why did people choose these locations? Access to water, farmland, wood or for defence. • Examine population density • Distinguish between areas where people are dispersed (rural) and crowded (towns and cities). 	<ul style="list-style-type: none"> ✔ Use maps, atlases and globes to locate countries and describe features studied. ✔ Use a range of methods including sketch maps, plans and graphs, and digital technologies. ✔ 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 a range of methods including sketch maps, plans and graphs, and digital technologies. ✔ Use fieldwork to observe, measure, record and present the human and physical features in the local are 	<ul style="list-style-type: none"> ✔ Use maps, atlases and globes to locate countries and describe features studied. ✔ Use a range of methods including sketch maps, plans and graphs, and digital technologies. ✔ Deepen 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 fieldwork to observe, measure, record and present the human and physical features in the local are
Vocabulary: urban, rural, conurbation, hamlet, city, town, population			
Art	<p>KINDS OF PICTURES: MYTHOLOGICAL PAINTINGS</p> <p>[Cross-curricular links with Year 3 Language and Literature: Mythology of Ancient Greece]</p> <ul style="list-style-type: none"> • Understand that a mythological work of art depicts characters or a narrative from mythology. In western European painting these are generally from classical mythology. • Recognise as images from classical mythology and identify the characters/setting/narrative according to • The children's knowledge of the depicted myths from their language and literature studies: • Antonio del Pollaiuolo, <i>Apollo and Daphne</i>, c.1432-1498 (National Art Gallery, London) <p>Additionally:</p> <ul style="list-style-type: none"> • Frederic (Lord) Leighton, <i>The Return of Persephone to Demeter</i>, 1891 (Leeds City Art Gallery, Leeds) • Pablo Picasso, <i>Minotaur and his Wife</i>, 1937 (British Museum, London) 	<ul style="list-style-type: none"> ✔ Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas. ✔ Can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. ✔ Can discuss and describe well known artists' work and explain how their work is similar/different 	<ul style="list-style-type: none"> ✔ Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas. ✔ Can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. ✔ Can discuss and describe well known artists' work and explain how their work is similar/different
VOCAB	Myth Mythological Classical Narrative Character Characteristic setting Minotaur		
DT	<p>CREATE A FREE-STANDING STRUCTURE</p> <p>Design and build a pendulum structure from which a magnet can hang. Link with Science.</p> <ul style="list-style-type: none"> • Michal Foucault - Pendulum 	<ul style="list-style-type: none"> ✔ Design he/she can generate and develop his/her ideas through discussion. ✔ Design he/she can design products that are functional and designed for purpose. ✔ Design he/she can create a cross sectional drawing of his/her design. ✔ Make he/she can create a shell or frame structure, strengthening with diagonal struts. 	<ul style="list-style-type: none"> ✔ Design he/she can generate and develop his/her ideas through discussion. ✔ Design he/she can design products that are functional and designed for purpose. ✔ Design he/she can create a cross sectional drawing of his/her design. ✔ Make he/she can create a shell or frame structure, strengthening with diagonal struts.

		<ul style="list-style-type: none"> ➤ Evaluate he/she can evaluate his/her work against his/her own design criteria. ➤ Learn about Foucault's pendulum. 	<ul style="list-style-type: none"> ➤ Evaluate he/she can evaluate his/her work against his/her own design criteria. ➤ Learn about Foucault's pendulum.
VOBAB			
Music	<p>LISTENING AND UNDERSTANDING Teachers: Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures. [In Year 4, students will take a closer look at the brass and woodwind families.]</p> <p>A. MANY KINDS OF MUSIC</p> <ol style="list-style-type: none"> 1. Patriotic music, Abide with me, Fantasia on British Sea Songs 2. God save the Queen, Rule Britannia, Land of Hope and Glory <p>COMPOSERS AND THEIR MUSIC A brief, child-friendly biographical profiles of the following composer, and listen to representative works:</p> <ul style="list-style-type: none"> ➤ Antonio Vivaldi, <i>The Four Seasons</i> <p>ELEMENTS</p> <ul style="list-style-type: none"> • Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). • Recognise a steady beat, accents, and the downbeat; play a steady beat. • Move responsively to music (marching, walking, hopping, swaying, etc.). • Recognise short and long sounds. • Discriminate between fast and slow; gradually slowing down and getting faster. • Discriminate between differences in pitch: high and low. • Discriminate between loud and soft; gradually increasing and decreasing volume. • Understand that melody can move up and down. • Hum the melody while listening to music. • Echo short rhythms and melodic patterns. • Play simple rhythms and melodies. • Recognise like and unlike phrases. • Recognise timbre (tone colour). • Sing unaccompanied, accompanied, and in unison. • Recognise verse and refrain. • Recognise that musical notes have names. • Recognise a scale as a series of notes. • Sing the C major scale using 'do re mi' etc. <p>THE ORCHESTRA</p> <ul style="list-style-type: none"> • Review families of instruments: strings, brass, woodwinds, percussion. • Become familiar with instruments in the string family—violin, viola, cello, double bass—and listen to • Camille Saint-Saëns, from <i>Carnival of the Animals</i>: 'The Swan' (cello) and 'Elephants' (double bass) • Antonio Vivaldi, <i>The Four Seasons</i> 	<ul style="list-style-type: none"> ➤ Can create his/her own symbols to represent different sounds and instruments in his/her compositions. ➤ Can perform given compositions/songs from memory. ➤ Can compose three note patterns. ➤ Can take part in two-part songs. ➤ Can compare pieces, thinking about pitch, mood, rhythm and tempo. ➤ Can take part in two-part harmonies. ➤ Can explain what they think a piece of music's purpose could be. ➤ Can begin to identify how many beats are in a bar when listening to pieces of music. <p>Songs to be learnt: Bobby Shaftoe Clementine</p>	<ul style="list-style-type: none"> ➤ Can create his/her own symbols to represent different sounds and instruments in his/her compositions. ➤ Can perform given compositions/songs from memory. ➤ Can compose three note patterns. ➤ Can take part in two-part songs. ➤ Can compare pieces, thinking about pitch, mood, rhythm and tempo. ➤ Can take part in two-part harmonies. ➤ Can explain what they think a piece of music's purpose could be. ➤ Can begin to identify how many beats are in a bar when listening to pieces of music.
	Vocabulary: Symphony, string family, brass, woodwind, percussion, violin, viola, cello, double bass, rhythm, melody, form, timbre, beat, accent, volume, pitch, phrase, verse, chorus, speed		
Computing	<p>Content: We are programmers:</p> <ul style="list-style-type: none"> • Create an algorithm for an animated scene in the form of a storyboard. • Write a program in Scratch to create the animation. • Correct mistakes in their animation programs. <p>Online Safety: We are Year 3 and 4 Rule Writers (Year 3 Content- Rolling Programme)</p> <ul style="list-style-type: none"> • Review rules created in Year 2. • Go over old scenarios. • Learn a range of ways to report concerns and inappropriate behavior such as talking to a trusted adult or calling Childline. 	<ul style="list-style-type: none"> ➤ Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. ➤ Use sequence ... in programs; work with variables and various forms of input and output. ➤ Use logical reasoning to detect and correct errors in algorithms and programs. ➤ Select, use and combine a variety of software ... to design and create ... content that accomplish(es) given goals, including ... presenting ... information. 	<ul style="list-style-type: none"> ➤ Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. ➤ Use sequence ... in programs; work with variables and various forms of input and output. ➤ Use logical reasoning to detect and correct errors in algorithms and programs. ➤ Select, use and combine a variety of software ... to design and create ... content that accomplish(es) given goals, including ... presenting ... information.
RE	<ul style="list-style-type: none"> • Hinduism - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? 	<ul style="list-style-type: none"> • We are learning to investigate what happens during the festival of Divali and • whether the celebrations bring a sense of belonging to Hindus? 	<ul style="list-style-type: none"> • We are learning to investigate what happens during the festival of Divali and • whether the celebrations bring a sense of belonging to Hindus?

		<ul style="list-style-type: none"> Does participating in worship help people to feel closer to God or their faith community? 	<ul style="list-style-type: none"> Does participating in worship help people to feel closer to God or their faith community? 	
PE	<ul style="list-style-type: none"> Year 3: Gym/Rugby Year 3/4: Rugby / Hockey Year 4: Hockey / Gym 	<p>Hockey – Year 3/4 unit</p> <ul style="list-style-type: none"> To develop open stick dribbling To develop sending the ball with a push pass To develop receiving the ball To develop dribbling using the reverse stick To develop dribbling to beat a defender To develop moving into space after passing the ball To be able to use an open stick tackle To apply defending and attacking principles and skills in a hockey tournament 	<p>Gymnastics - Year 3 unit</p> <ul style="list-style-type: none"> 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 	<p>Tag Rugby - Year 3/4 unit</p> <ul style="list-style-type: none"> To develop ball handling skills demonstrating increasing control and accuracy To develop throwing and catching a rugby ball To play games using tagging rules. To be able to use the 'forward pass' and 'off side' rule. To be able to support a teammate when attacking To be able to dodge a defender and move into space when running towards the goal To be able to defend an opponent To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.
MFL	<ul style="list-style-type: none"> Moi (All about me) (Y3 & 3/4) On y va (All aboard) (Y4) 	<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. 	

		<p>Bonjour! <i>Hello!</i> Salut! <i>Hi!/Bye!</i> Ça va? <i>How are you?</i> Ça va bien/mal. <i>I'm fine/not very well.</i> Et toi? <i>And you?</i> Au revoir! <i>Goodbye!</i> Monsieur/Madame <i>Mr/Mrs, Sir/Miss (to teacher)</i> oui, non <i>yes, no</i> Je m'appelle ... <i>My name is ...</i> Comment tu t'appelles? <i>What's your name?</i> voici ... <i>here is ...</i></p> <p>1–10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix <i>1–10: one, two, three, four, five, six, seven, eight, nine, ten</i></p> <p>J'ai ... <i>I have ...</i> Quel âge as-tu? <i>How old are you?</i> J'ai sept/huit ans. <i>I'm seven/eight years old.</i></p> <p>Additional flashcards</p> <p>mon père <i>my father</i> ma mère <i>my mother</i> mon frère <i>my brother</i> ma sœur <i>my sister</i></p>	<p>Je vais à l'école. <i>I go/I'm going to school.</i> à pied <i>on foot</i> en voiture <i>by car</i> en vélo <i>by bike</i> en bus <i>by bus</i> en train <i>by train</i> Où vas-tu? <i>Where are you going?</i> Je vais ... <i>I'm going ...</i> en Belgique <i>to Belgium</i> en France <i>to France</i> Il fait chaud. <i>It's hot.</i> Il fait froid. <i>It's cold.</i> Il fait beau. <i>It's fine weather.</i> Il fait mauvais. <i>It's bad weather.</i> Il fait du soleil. <i>It's sunny.</i> Il fait du vent. <i>It's windy.</i> Il pleut. <i>It's raining.</i> lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i> et <i>and</i></p>
PHSE	<ul style="list-style-type: none"> • Safeguarding: Clever never Goes • British/Go-givers: Rules • British/Go-givers: Your Amazing Brain: Becoming a Resilient Learner • British/Go-givers: Invaders and Settlers: Coming to Britain (<i>Links to Yr 2 Vikings and Romans and Settlements</i>) • British/Educate Against Hate: Greek Democracy 		