

Year 3 / 4 Year B			
Autumn Term 2nd Half			
	Key Content	Year 3 Skills	Year 4 Skills
Writing	<p>CHARACTER DESCRIPTION</p> <ul style="list-style-type: none"> describe my character's appearance, actions/behaviour, speech and personality using a variety of interesting words use powerful verbs to show my character's personality, feelings and actions/behaviour use adjectives and adverbs to develop my description and hook in my reader include dialogue which gives more information about my character write about my characters' inner thoughts and ideas include similes and extended sentences to add detail and interest <p>PERSUASIVE LETTER linked to protecting local habitats</p> <ul style="list-style-type: none"> an opening statement (thesis) that sums up the viewpoint being presented. strategically organized information presents and then elaborates on the desired viewpoint. a closing statement repeats and reinforces the original thesis. features of a letter emotive and exaggerated language <p>POETRY- LIMERICK</p> <ul style="list-style-type: none"> A traditional five-line rhyming form, usually with humorous subject matter. popularised in the nineteenth century by Edward Lear's Book of Nonsense. The rhyme pattern is usually AABBA. The first line of a limerick is typically: There once was a xx from <p>NEWSPAPER RECOUNT (Topic writing linked to Trial of Charles 1)</p> <ul style="list-style-type: none"> orientation such as scene-setting or establishing context including the 5 w's an account of the events that took place, often in chronological order some additional detail about each event as the paragraphs go on reorientation, e.g. a closing statement that may include elaboration. 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar; naming key organisational features and language structures discussing and recording ideas organising them later into a given 'boxing up' frame or story mountain. <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary incorporating newly acquired vocabulary and using recently learned sentence types. organising paragraphs around a theme, organising their material into logical chunks and write a coherent series of linked sentences for each in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story. in non-narrative material, using simple organisational devices to organise their material into logical chunks and write an appropriate main and subheading for each <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements, identifying aspects linked to success criteria and recent teaching for improvement proposing some changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and all KS1 HFW read their writing aloud with expression, loudly and clearly enough to be heard and understood by all <p>HANDWRITING</p> <ul style="list-style-type: none"> consistently use the diagonal and horizontal strokes that are needed to correctly form and join most letters in accordance with the school's agreed style legibility and quality of their handwriting is such that it can be read, is usually consistent and beginning to be pleasing in appearance. 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing why organisational features and language structures may have been used. discussing and recording ideas using notes organised into a 'boxing up' frame or story mountain <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and incorporating variation in sentence structure including simple, compound and complex structures. organising paragraphs around a theme within their planning and demarcating paragraphs on the page when drafted. in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot with detailed descriptions helping the reader visualise the story. in non-narrative material, cluster related information logically writing an engaging main heading for the text and relevant subheadings for each paragraph <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency throughout the piece of writing, including the accurate use of pronouns and a range of sentence start to ensure cohesion. Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and most 3/4 key spellings Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>HANDWRITING</p> <ul style="list-style-type: none"> Consistently use the diagonal and horizontal strokes that are needed to form and join most letters in accordance with the school's agreed style, but some consistency in decisions to join letters or leave letters unjoined for pace. Legibility, consistency and quality of their handwriting is such that writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say.
	<p>Year A Autumn 2</p> <p>Narrative: hook, entertain, opening, setting, characters, build up, complication, resolution, ending, first/third person, past tense, chronological, conjunctions that signal time, time shifts, conjunctions that shift attention</p> <p>Explanation: explain, general statement, series of logical steps, conclusion, simple present tense, conjunctions that signal time, causal conjunctions, formal language</p> <p>Poetry : Alliteration, assonance, onomatopoeia, rhyme word, rhythm, simile, stanza, structure, theme, tone, syllables</p>		
GPS	<ul style="list-style-type: none"> Spelling taught from Year 3 and 4 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list Handwriting taught using Collins Guide as per handwriting policy. Grammar directed by English Appendix 2 	<p>VOCABULARY</p> <ul style="list-style-type: none"> Form nouns using prefixes: use a range of prefixes to generate new nouns, (super-, anti-) and use them appropriately in their independent writing. Word families based on common words (solve, solution, dissolve, insoluble), recognising related words from the same word family and usually deduces the meaning of related words correctly <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing 	<p>VOCABULARY</p> <ul style="list-style-type: none"> Form nouns using prefixes (super-, anti-), using them appropriately in their independent writing and explaining their meaning. Word families based on common words (solve, solution, dissolve, insoluble), grouping words into families according to form and meaning. They can spot the common root words grouped by form. <p>GRAMMAR - Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in a wide range of writing

		<ul style="list-style-type: none"> ➤ extending the range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing ➤ using conjunctions, adverbs and prepositions to express time and cause applying the new learning across a range of independent writing ➤ using the present perfect form of verbs in contrast to the past tense and applying this across a range of independent writing <p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Understands when to use the correct form of 'a' or 'an' ➤ Inverted commas consistently used to punctuate direct speech <p>SPELLING</p> <ul style="list-style-type: none"> ➤ Spell further homophones e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break. ➤ Spell some of the words that are often misspelt (3/4 word list in English Appendix 1) ➤ Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's ➤ Use further prefixes and understand how to add them (English Appendix 1) e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity. ➤ Use further suffixes and understand how to add them (English Appendix 1), understanding when to double the final consonant in the root word e.g. hoping, hopping ➤ Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> ➤ use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences ➤ using a wide range of conjunctions, adverbs verbs (ing/ed) and prepositions to express time and cause applying the new learning across a range of independent writing to achieve better cohesion ➤ consistently using the present perfect form of verbs in contrast to the past tense within their own writing and can explain the reasons behind this choice. <p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Consistently accurate in the use the correct form of 'a' or 'an' ➤ Use of inverted commas and other punctuation to indicate direct speech; ➤ apostrophes to mark plural possession; ➤ use of commas after fronted adverbials <p>SPELLING</p> <ul style="list-style-type: none"> ➤ Spell further homophones e.g. whose/who's, peace/piece, whether/weather, ➤ Spell most of the words that are often misspelt (3/4 word list in English Appendix 1) ➤ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals, spotting and correcting errors in own and others' writing. ➤ Use further prefixes and understand how to add them (English Appendix 1), explain the meaning of most prefixes: e.g. mis-, sub-, il-, im-, ir-, re-, sub-. ➤ Use further suffixes and understand how to add them (English Appendix 1) understanding when to double the final consonant in the root word and consistently spotting this in their own work. ➤ Use the first two or three letters of a word to check its spelling in a dictionary with pace to ensure the efficient checking of their own writing
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Key Vocab	<p>Year 3 Subject, object, determiner, preposition, conjunction, word family, prefix, main clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, paragraphs , expanded noun phrase</p> <p>Year 4 Pronoun, possessive pronoun, adverbial, clause, main clause, subordinate clause, paragraphs: topic, supporting, concluding, cohesive devices (ISPACED), expanded noun phrase</p>
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Maths	<ul style="list-style-type: none"> • Multiplication and division • Fractions 	<p>Unit: Multiplication and division</p> <ul style="list-style-type: none"> ➤ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables ➤ solve problems including missing number problems, ➤ Solve problems involving multiplication and division, ➤ Solve problems including positive integer scaling problems and correspondence problems in which <i>n</i> objects are connected to <i>m</i> objects <p>Unit: Fractions</p> <ul style="list-style-type: none"> ➤ add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$ ➤ recognise and show, using diagrams, equivalent fractions with small denominators ➤ count up and down in tenths ➤ recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 ➤ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators ➤ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators ➤ compare and order unit fractions, and fractions with the same denominators ➤ solve problems that involve all of the above <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> ➤ Recall multiples of 3 up to 12x3 in any order, including missing numbers and related division facts with growing fluency. ➤ Count in multiples of 4 to 12x4 in order from 0 with growing fluency. 	<p>Unit: Multiplication and division</p> <ul style="list-style-type: none"> ➤ recall multiplication and division facts for multiplication tables up to 12 x 12 ➤ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as <i>n</i> objects are connected to <i>m</i> objects ➤ recognise and use factor pairs and commutativity in mental calculations <p>Unit: Fractions</p> <ul style="list-style-type: none"> ➤ add and subtract fractions with the same denominator ➤ recognise and show, using diagrams, families of common equivalent fractions ➤ count up and down in hundredths; ➤ recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten ➤ 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 ➤ Compare and order fractions with the same denominators and unit fractions <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> ➤ Recall multiples of 6 in any order, including missing numbers and related division facts with growing fluency. ➤ Fluently count in 7's in order up to 12x7.
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Key Vocab	<p>Year 3: Unit 1: Divide, divided by, divided into, share, share equally, left, left over, equal groups of, row, column, multiplication table, multiplication fact, division fact, factor, product, remainder, scaling, missing number, inverse, fact families, describe the pattern, mental calculation Unit 2: equivalent fraction, mixed number, numerator, denominator, two halves, two quarters, three quarters, one third, two thirds, one of three equal parts, sixths, sevenths, eighths, tenths... unit fraction, non-unit fraction</p> <p>Year 4: Unit 1 (as Yr 3 but with added vocabulary) Inverse, square, squared, cube, cubed Unit 2 (as Yr 3 but with added vocabulary): Hundredths, decimal, decimal fraction, decimal point, decimal place, decimal equivalent, proportion</p>		
Reading	<p>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 independently reading and comprehending longer works of fiction ('chapter books') and non-fiction.</p> <p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p>KEY POEMS:</p> <ul style="list-style-type: none"> At the Zoo - William Makepeace Thackeray; Eletelephony - Laura Elizabeth Richards; Discovery by Harry Behn) The Night Before Christmas (Clement Clarke Moore) <p>KEY STORIES:</p> <ul style="list-style-type: none"> The Butterfly Lion <p>SAYINGS AND PHRASES</p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> A feather in your cap Last straw 	<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)</p> <p><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)</p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> ➤ Using dictionaries to check the meaning of words that they have read e.g. reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult. ➤ Independently monitoring reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. foul (filthy) and foul in sport ➤ Discussing words and phrases that capture the reader's interest and imagination and explaining why <p>Inference:</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and attempting to justify inferences with evidence from the text <p>Prediction:</p> <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? 	<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)</p> <p><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)</p> <p><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 what might happen next, usually identifying clues the writer has planted for the reader <p>Explanation:</p> <ul style="list-style-type: none"> ➤ Asking questions to improve their understanding of a text

		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
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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
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Science	<p>INTRODUCTION TO CLASSIFICATION OF ANIMALS</p> <p>Scientists classify animals according to the characteristics they share, for example:</p> <ul style="list-style-type: none"> Cold-blooded or warm-blooded Vertebrates (have backbones and internal skeletons) or invertebrates (do not have backbone or internal skeletons) Different classes of vertebrates <p>Teachers: Children should become familiar with examples of animals in each class and some basic characteristics of each class, such as:</p> <ul style="list-style-type: none"> Fish: aquatic animals, breath through gills, cold-blooded, most have scales, most develop from eggs that the female lays outside her body Amphibians: live part of their life cycle in water and part on land, have gills when young, later develop lungs, cold-blooded, usually have moist skin Reptiles: hatch from eggs, cold-blooded, have dry, thick, scaly skin Birds: warm-blooded, most can fly, have feathers and wings, most build nests, hatch from eggs, most baby birds must be fed by parents and cared for until they can survive on their own (though some, like baby chickens and quail, can search for food a few hours after hatching) Mammals: warm-blooded, have hair on their bodies, parents care for the young, females produce milk for their babies, breathe through lungs, most are terrestrial (live on land) though some are aquatic 	<ul style="list-style-type: none"> Ask relevant questions when prompted Set up simple and practical enquiries, comparative and fair tests Set up comparative tests Make systematic observations, using simple equipment Use standard units when taking measurements Record findings in various ways With prompting, suggest how findings may be tabulated With prompting, use various ways of recording, grouping and displaying evidence With prompting, suggest conclusions from enquiries Suggest how findings could be reported Gather and record data about similarities, differences and changes With prompting, suggest conclusions that can be drawn from data Suggest possible improvements or further questions to investigate Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<ul style="list-style-type: none"> Ask relevant questions Plan different types of scientific enquiries to answer questions Set up simple and practical enquiries, comparative and fair tests Make systematic and careful observations using a range of equipment, including thermometers and data loggers Take accurate measurements using standard units, where appropriate Record findings using simple scientific language, drawings and labelled diagrams Record findings using keys, bar charts, and tables Gather, record, classify and present data in a variety of ways to help to answer questions Report on findings from enquiries, including oral and written explanations, of results and conclusions Report on findings from enquiries using displays or presentations Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
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Key Vocab	Classify Classification Cold blooded Warm blooded Vertebrate Invertebrate Aquatic Gills Eggs Scales Amphibians Reptiles Mammals Terrestrial
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Year 3/4 A	Year 3 / 4 Year A		
	Autumn Term 1 st Half		
	Key Knowledge	Year 3 Skills	Year 4 Skills
History	<p>THE CIVIL WAR (1642-1649)</p> <p>Teachers: Emphasise the social as well as the political and military aspects of the Civil War, how families were divided and many suffered, with large casualties on both sides during what was a series of bloody conflicts across England, Scotland and Ireland.</p> <p>A. LEAD-UP TO THE CIVIL WAR</p> <ul style="list-style-type: none"> Charles confronts parliament, 1641 Charles forcibly enters parliament to arrest five members Parliament refuses; Charles left powerless Charles flees London; Parliament in control of London <p>B. THE CIVIL WAR</p> <ul style="list-style-type: none"> In general, cities and the Royal Navy supported Parliament; rural communities supported the King Roundheads (Parliamentarians) and Cavaliers (Royalists) Edgehill, 1642; Charles withdraws to Oxford Battle of Marston Moor, 1644, victory for Parliamentarians New Model Army; first permanent national standing army in Britain 	<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. Address and devise historically valid questions about significance. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> Establish clear narratives within and across the periods they study. Understand overview and depth. Develop chronologically secure knowledge and understanding of British, local and world history. Address and devise historically valid questions about cause. Address and devise historically valid questions about significance. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources.

	<ul style="list-style-type: none"> • Oliver Cromwell • The Rump Parliament C. THE TRIAL AND EXECUTION OF CHARLES I <ul style="list-style-type: none"> • Beheaded on the 30th January, 1649 • Charles II proclaimed King in Scotland • Battle of Worcester; Charles escaped to France 		
Civil war Casualties Conflict Parliament Royalist Roundhead Cavalier Standing army			
Geog.	MEDITERRANEAN EUROPE A. GEOGRAPHY OF MEDITERRANEAN EUROPE (SOUTHERN FRANCE, PORTUGAL, SPAIN, ITALY, GREECE, MALTA, CYPRUS) <ul style="list-style-type: none"> • The climate of Europe: A Mediterranean climate. • Landscape • Alpine mountain system (Sierra Nevada, Pyrenees, Alps, Balkans) • Coastline, islands and beaches • Turkey • Gateway to the Middle East, Istanbul, the Bosphorus. • Settlements • Lisbon, Madrid, Rome, Milan, Venice, Athens. 	<ul style="list-style-type: none"> ➤ Locate the world's countries, focusing on Europe (including the location of Russia) ➤ Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. ➤ Describe and understand key aspects of human geography, including: types of settlement and land use. ➤ Understand geographical similarities and differences through the study of human and physical geography of a region in a European country ➤ 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 	<ul style="list-style-type: none"> ➤ Locate the world's countries, focusing on Europe (including the location of Russia) ➤ Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle ➤ Understand geographical similarities and differences through the study of human and physical geography of a region in a European country ➤ 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
Continents sea mountain border bays archipelago biomes Tropical, Desert/dry, Temperate, Polar, Mediterranean. polar climate Roman Empire Byzantium			
Art	II. TYPES OF ART: EMBROIDERY AND NEEDLEWORK Teachers: Embroidery and needlework are important aspects of art and sewing is also a practical life skill for children to learn. <ul style="list-style-type: none"> • Understand the basic principles of sewing techniques. Children can experiment with making their own cross-stitch design and appreciate the time and effort involved in needlework. • Understand the basic principles of weaving • Recognise embroidery and tapestry and discuss examples: • Kate Farrer, Icarus, 2012 (Artist's Collection, now on display at the Royal School of Needlework at Hampton Court) [Cross-curricular connections with Icarus by Matisse and with Year 3 and Year 4 Language and Literature: Ancient Greek and Roman Mythology] • Christ's Charge to Peter tapestry commissioned by King Charles I and made in Mortlake • (Forde Abbey, Boughton House, Belvoir Castle and Chatsworth House) and original cartoons by Raphael (Victoria and Albert Museum, London) • Norman Hartnell, Queen Elizabeth II's Coronation Robes (Royal Collection) • Royal School of Needlework, Queen Elizabeth II's Robes of Estate (Royal Collection) • Royal School of Needlework, Kate Middleton's Wedding Dress (Royal Collection) 	<ul style="list-style-type: none"> ➤ Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas. ➤ Art in Context/History he/she can create images in the style of an artist from history. ➤ Art in Context/History he/she 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. ➤ Art in Context/History he/she can create images in the style of an artist from history. ➤ Art in Context/History he/she can discuss and describe well known artists' work and explain how their work is similar/different
needlework sew embroidery stitch cross-stitch thread needle tapestry weaving loom warp thread weft thread			
DT	NEEDLEWORK <ul style="list-style-type: none"> • Using computer aided design to research pencil case • Using block print to create prototype design • Using needlework to create a functional pencil case including working zips 	<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 use given shapes on a computer program to create a design. e.g. Use a computer-aided design program to create a net for packaging. ➤ Make he/she can join fabrics using a wider range of stitches. e.g. Back stitch, chain stitch. ➤ Make he/she can choose the most appropriate joining technique to add a decoration to a piece of fabric. ➤ Evaluate he/she can explain strengths and weaknesses of existing products. ➤ Evaluate he/she can evaluate his/her work against his/her own design criteria,. 	<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. ➤ Make he/she can use given sewing patterns or printing blocks to add detail to his/her designs. ➤ Evaluate he/she can explain strengths and weaknesses of existing products. ➤ Evaluate he/she can evaluate his/her work against his/her own design criteria,. ➤ Evaluate he/she can discuss and describe well known designers and inventors and their work.

			<ul style="list-style-type: none"> ➤ Evaluate he/she can discuss and describe well known designers and inventors and their work. 	
VOCAB	<ul style="list-style-type: none"> • Currently being re-written 			
Music	<p>The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice</p> <p>Key Instruments: Voice (singing, and clapping rhythms)</p> <p>I. ELEMENTS OF MUSIC</p> <p>A. ELEMENTS</p> <ul style="list-style-type: none"> • Recognise a steady beat, accents, and the downbeat; play a steady beat. • Move responsively to music. • 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. • Sing unaccompanied, accompanied, and in unison. • Recognise harmony; sing rounds. • Recognise verse and refrain. • Continue work with timbre and phrasing. • Review names of musical notes; scale as a series of notes; singing the C major scale using 'do re mi' etc 	<ul style="list-style-type: none"> ➤ Composing he/she can use his/her voice and copy a given scale. ➤ Performing he/she can sing expressively in time to the beat and rhythm. ➤ Performing he/she can perform given compositions/songs from memory. ➤ Performing he/she can take part in two-part songs. ➤ Performing he/she can take part in two-part harmonies. ➤ Performing he/she can perform as part of a group and individually to an audience. ➤ Listening and Context he/she can explain what they think a piece of music's purpose could be. ➤ Songs to learn: 'Aiken Drum' and 'All through the Night' 	<ul style="list-style-type: none"> ➤ Composing he/she can use his/her voice and copy a given scale. ➤ Performing he/she can sing expressively in time to the beat and rhythm. ➤ Performing he/she can perform given compositions/songs from memory. ➤ Performing he/she can take part in two-part songs. ➤ Performing he/she can take part in two-part harmonies. ➤ Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music. ➤ Listening and Context he/she can explain what they think a piece of music's purpose could be. 	
	Rhythm Melody Harmony Form Timbre Accents Beat Pitch Volume Round Refrain Verse Chorus Notes C Major			
Computing	<ul style="list-style-type: none"> • Content: We are toy designers: prototyping an interactive toy using Raspberry Pi • Online Safety: We are standing up to peer pressure 	<ul style="list-style-type: none"> ➤ The child can use digital technology safely and show respect for others when working online. ➤ The child can recognise unacceptable behaviour when using digital technology. ➤ Know who to talk to about concerns and inappropriate behaviour in school. ➤ The child can decide whether a web page is relevant for a given purpose or question. 	<ul style="list-style-type: none"> ➤ The child can work with others to plan a project. ➤ The child can write a program that accepts keyboard input and produces on-screen output. ➤ The child can explain an algorithm using sequence and repetition in their own words. ➤ The child can use logical reasoning to detect and correct errors in programs. ➤ The child can demonstrate that they can act responsibly when using computers. ➤ The child can understand the difference between acceptable and unacceptable behaviours when using digital technology. ➤ Know who to talk to about concerns and inappropriate behaviour at home or in school. ➤ The child can decide whether digital content is relevant for a given purpose or question. 	
RE	Christianity – What is the most significant part of the Nativity story for Christians today?	To be Added		
PE	<ul style="list-style-type: none"> • Year 3: Dodgeball/Fitness • Year 3/4: Hockey/Dodgeball • Year 4 Fitness/Hockey 	<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>Dodgeball - Year 3/4 unit</p> <ul style="list-style-type: none"> • To learn the rules of dodgeball • To be able to play in a mini dodgeball game • To develop throwing towards a target • To develop throwing at a moving target • To use jumps, dodges and ducks to avoid being hit • To develop catching a dodgeball at different heights • To use your whole body to catch a dodgeball • To learn how to block using the ball • To understand the rules of dodgeball and use them to play in a tournament 	<p>Fitness - Year 3/4 unit</p> <ul style="list-style-type: none"> • To develop an awareness of what your body is capable of • To test and record baseline fitness scores • To develop your sprinting technique • To develop your speed • To develop strength using my own body weight. • To complete actions to develop coordination, agility, balance and stamina • To re-test fitness scores and recognise improvement

PHSE	<ul style="list-style-type: none"> • Safeguarding/Go-givers: Peer Pressure: It's Your Choice (Links to Online Safety) • British/Go-givers (DEBATE): Where do you stand? (Links to Persuasive Letter) • British/Parliament: Guy Fawkes 		
MFL	<ul style="list-style-type: none"> • Jeux et chansons (Games and songs) (Y3 & 3/4) • L'argent de poche (Pocket money) (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