

Year 3 / 4 Year B			
Spring 1st Half			
	Key Content	Year 3 Skills	Year 4 Skills
Writing	<p><b>NARRATIVE - Setting</b></p> <ul style="list-style-type: none"> <li>presented in spoken or written form; may be augmented/supplemented/partly presented using images</li> <li>told/written in first or third person (I, we, she, it, they);</li> <li>told/written in past tense (sometimes in present tense);</li> <li>chronological (plot or content have a chronology of events that happened in a particular order);</li> <li>main participants are characters with recognisable qualities, often stereotypical and contrasting (hero/villain);</li> <li>typical characters, settings and events are used in each genre;</li> <li>connectives are widely used to move the narrative along and to affect the reader/listener:                             <ul style="list-style-type: none"> <li>- to signal time (later that day, once);</li> <li>- to move the setting (meanwhile back at the cave, on the other side of the forest);</li> <li>- to surprise or create suspense (suddenly, without warning).</li> </ul> </li> </ul> <p><b>NON-CHRONOLOGICAL</b> linked to commonwealth</p> <ul style="list-style-type: none"> <li>Often written in the third person and present tense.</li> <li>Sometimes written in the past tense, as in a historical report.</li> <li>The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing.</li> <li>Tends to focus on generic subjects (Dogs) rather than specific subjects</li> <li>Description is usually an important feature, including the language of comparison and contrast.</li> <li>Description is generally used for precision rather than to create an emotional response</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; 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> </ul> <p>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> <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>
	<p><b>Non-chronological Report:</b> explain, describe, opening, general classification, technical classification (optional), description, qualities, conclusion , present tense, general, specific, formal language</p> <p><b>Narrative:</b> 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>		
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> </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> </ul>

		<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>
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
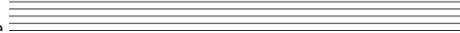
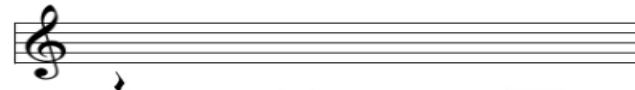



Key Vocab	<p><b>Year 3</b> Subject, object, determiner, preposition, conjunction, word family, prefix, main clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, paragraphs , expanded noun phrase</p> <p><b>Year 4</b> Pronoun, possessive pronoun, adverbial, clause, main clause, subordinate clause, paragraphs: topic, supporting, concluding, cohesive devices (SPACED), expanded noun phrase</p>
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Maths	<ul style="list-style-type: none"> <li>• Geometry: shape</li> <li>• Perimeter and area</li> <li>• Angles</li> <li>• Properties of shape</li> <li>• Multiplication and division (including formal methods)</li> </ul>	<p><b>Unit: investigating shape</b></p> <ul style="list-style-type: none"> <li>➤ measure the perimeter of simple 2-D shapes</li> <li>➤ continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed ... and simple equivalents of mixed units (for example, 5m = 500cm)</li> <li>➤ recognise angles as a property of shape or a description of a turn</li> <li>➤ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn</li> <li>➤ identify whether angles are greater than or less than a right angle</li> <li>➤ identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> <p><b>Unit: multiplication and division</b></p> <ul style="list-style-type: none"> <li>➤ recall and use multiplication and division facts for the 3 and 4 multiplication tables</li> <li>➤ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>➤ solve problems including missing number problems including multiplication and division</li> <li>➤ Solve scaling problems and correspondence problems in which n objects are connected to m objects</li> </ul> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>➤ Recall multiples of 3 up to 12x3 in any order, including missing numbers and related division facts fluently.</li> <li>➤ Count in multiples of 4 to 12x4 in order from 0 with fluently. Count in multiples of 8 to 12x8 in order from 0 with growing fluency.</li> </ul>	<p><b>Unit: Investigating shape</b></p> <ul style="list-style-type: none"> <li>➤ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>➤ convert between different units of measure [for example, kilometre to metre]</li> <li>➤ find the area of rectilinear shapes by counting squares</li> <li>➤ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>➤ identify acute and obtuse angles and compare and order angles up to two right angles by size</li> </ul> <p><b>Unit: Multiplication and division</b></p> <ul style="list-style-type: none"> <li>➤ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>➤ multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>➤ Solve problems involving the above</li> </ul> <p><b>Multiplication and division focus</b></p> <ul style="list-style-type: none"> <li>➤ Recall multiples of 6 in any order, including missing numbers and related division facts fluently.</li> <li>➤ Recall multiples of 7 in any order, including missing numbers and related division facts with growing fluency.</li> </ul>
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Key Vocab	Year 3: <b>Unit 1:</b> Pentagonal, hexagonal, octagonal, quadrilateral, right angled, parallel, perpendicular, horizontal, perpendicular, perimeter, equivalent, diagonal, angle, ... is a greater/ smaller angle than, acute angle, obtuse angle, millimetre, kilometre, mile, distance apart, between, to, from... <b>Unit 2</b> factor of, relationship, factor, product, remainder, scaling, missing number problems, one digit, two digit, mental calculation, written calculation, place value, grid method Year 4: <b>Unit 1:</b> two dimensional, oblong, rectilinear, equilateral triangle, isosceles triangle, scalene triangle, heptagon, parallelogram, rhombus, trapezium, polygon, Breadth, edge, area, covers, square centimetres cm <sup>2</sup> , unit, standard unit, metric unit, angle measurer, compass, Line, construct, sketch, centre, angle, right-angled, base, square based, reflect, reflection, regular, irregular <b>Unit 2:</b> Inverse, place value, grid method, formal written method, mental method	
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>• The Butterfly Lion;</li> <li>• The Story of the Seventh Daughter ( A Bengali Folktale)</li> </ul> <p><b>Key Poetry:</b></p> <ul style="list-style-type: none"> <li>• By Myself,</li> <li>• Dream Variations</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>• Let bygones be bygones.</li> <li>• One rotten apple spoils the whole barrel.</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> <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>
		<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 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;</li> </ul>

		<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>	<p>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> <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>THE HUMAN BODY: SYSTEMS, VISION AND HEARING</b></p> <p><b>A. THE MUSCULAR SYSTEM</b></p> <ul style="list-style-type: none"> <li>• Muscles</li> <li>• Involuntary and voluntary muscles</li> </ul> <p><b>B. THE SKELETAL SYSTEM</b></p> <ul style="list-style-type: none"> <li>• Skeleton, bones, marrow</li> <li>• Musculoskeletal connection</li> <li>• Ligaments</li> <li>• Tendons, Achilles tendon</li> <li>• Cartilage</li> <li>• Skull, cranium</li> <li>• Spinal column, vertebrae</li> <li>• Joints</li> <li>• Ribs, rib cage, sternum</li> <li>• Scapula (shoulder blades), pelvis, tibia, fibula</li> <li>• Broken bones, X-rays</li> </ul> <p><b>C. THE NERVOUS SYSTEM</b></p> <ul style="list-style-type: none"> <li>• Brain: medulla, cerebellum, cerebrum, cerebral cortex</li> <li>• Spinal cord</li> <li>• Nerves</li> <li>• Reflexes</li> </ul>	<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>➤ With prompting, use various ways of recording, grouping and displaying evidence</li> <li>➤ With prompting, suggest conclusions from enquiries</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 that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>➤ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</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>➤ Gather, record, classify and present data in a variety of ways to help to answer questions</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	Muscles Involuntary Voluntary - Skeletal system Skeleton, bones, marrow, ligaments, tendons, Achilles tendon, cartilage, skull, cranium, spinal column, vertebrae, ribs, rib cage sternum, scapula, pelvis, tibia, fibula, x-ray Brain Medulla Cerebellum Cerebrum Cerebral cortex Spinal cord, nerves, reflexes		

Year 3/4 A	Year 3 / 4 Year B		
	Spring 1 <sup>st</sup> Half		
	Key Knowledge	Year 3 Skills	Year 4 Skills
History	<p><b>THE COMMONWEALTH, 1649-1660</b></p> <ul style="list-style-type: none"> <li>An Act declaring England to be a Commonwealth was passed</li> <li>Oliver Cromwell's Protectorate, 1653; Rump Parliament dissolved</li> <li>Cromwell becomes Lord Protector in December 1653</li> <li>Son Richard becomes Lord Protector in 1658</li> </ul> <p><b>THE RESTORATION: POLITICS</b></p> <p>Teachers: Explain how popular attachment to the idea of monarchy is reaffirmed with the Restoration, but the opposing political ideas are not properly reconciled until the Glorious Revolution.</p> <p>A. <b>THE RESTORATION</b></p> <ul style="list-style-type: none"> <li>Overthrow of Richard Cromwell</li> <li>Parliament invites Charles II to return from France</li> <li>Charles crowned King in London.</li> </ul>	<ul style="list-style-type: none"> <li>Establish clear narratives within and across the periods they study.</li> <li>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>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.</li> <li>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>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>
Protectorate Revolution Monarchy Political system democracy			
Geog.	<p>II. <b>EASTERN EUROPE</b></p> <p>A. <b>ALBANIA, AZERBAIJAN, BULGARIA, CZECH REPUBLIC, CROATIA, ESTONIA, GEORGIA, HUNGARY, KOSOVO, LATVIA, LITHUANIA, POLAND, ROMANIA, UKRAINE</b></p> <ul style="list-style-type: none"> <li>Russia: borders China in the East and Finland in the West, Ural mountains, Ural river, Moscow, St Peterburg</li> <li>The Baltic Countries: Latvia, Lithuania, Estonia and Poland</li> <li>The Balkan Countries: Croatia, Albania, Bosnia-Herzegovina, Bulgaria and Kosovo</li> <li>Landscape: lowlands and river valleys (Danube, Dniester), Balkan Mountains</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, focusing on Europe (including the location of Russia)</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 human geography, including: types of settlement and land use.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> <li>Establish an understanding of the interaction between physical and human processes.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, focusing on Europe (including the location of Russia)</li> <li>Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> <li>Deepen an understanding of the interaction between physical and human processes.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
Balkans Baltic Countries Baltic Sea Latvia, Lithuania, Estonia, Poland Cyrillic human geography physical geography steppe Kremlin			
Art	<p>B. <b>DESIGN: HOW THE ELEMENTS OF ART WORK TOGETHER</b></p> <ul style="list-style-type: none"> <li>Examine design—how the elements of art work together to create a balanced or coherent whole—in:</li> <li>Henri Matisse (collage): The Fall of Icarus (from Jazz), 1943 (Tate, London; Metropolitan)</li> <li>Museum of Art, New York)</li> <li>Additionally in:</li> <li>Edvard Munch, The Scream, 1893 (National Gallery, Oslo)</li> <li>Anthony van Dyck, Portrait of Charles I, Henrietta Maria and their Children, 1632 (Royal Collection, Buckingham Palace, London) [Cross-curricular links with Year 4 English History]</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 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>
elements of art design composition collage expressionism			
DT	<p><b>CREATING SAVOURY SNACK</b></p> <ul style="list-style-type: none"> <li>Making Sandwich Snacks</li> <li>Making bread from basic ingredients</li> <li>Designing and adding filling to create own sentence using understanding of EATWELL plate to ensure a balanced meal</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>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>Food he/she understands that food is processed into different ingredients e.g. Milk into butter.</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>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>Food he/she understands all sections of the EatWell plate and why they differ in size.</li> </ul>

							<ul style="list-style-type: none"> <li>➤ Food he/she can use the right tools to slice, mix, spread, bake and knead. Food he/she can weigh ingredients to an appropriate level of accuracy.</li> </ul>
VOCAB	<ul style="list-style-type: none"> <li>• Currently being re-written</li> </ul>						
Music	<p><b>B. COMPOSERS AND THEIR MUSIC</b></p> <p>Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:</p> <ul style="list-style-type: none"> <li>• Edward Elgar, Pomp and Circumstance March No. 4</li> </ul> <p><b>NOTATION</b></p> <p>Practiced using keyboards as the main instruments</p> <p>Review the following notation</p> <ul style="list-style-type: none"> <li>• Crotchet  Minim  Semi-breve </li> <li>• Stave </li> <li>• Treble clef and names of lines and spaces in the treble clef</li> </ul>  <ul style="list-style-type: none"> <li>• Crotchet rest  Minim rest  Semibreve rest </li> </ul>	<ul style="list-style-type: none"> <li>➤ Composing he/she can compose three note patterns.</li> <li>➤ Composing he/she can improvise repeated patterns (ostinato).</li> <li>➤ Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions.</li> <li>➤ Performing he/she can sing expressively in time to the beat and rhythm.</li> <li>➤ Performing he/she can perform given compositions/songs from memory.</li> <li>➤ Performing he/she can perform as part of a group and individually to an audience.</li> <li>➤ Listening and Context he/she can explain what they think a piece of music's purpose could be.</li> <li>➤ Songs to Learn: 'Alouette' (Links to French)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Composing he/she can compose three note patterns.</li> <li>➤ Composing he/she can compose simple tunes using a pentatonic scale (a scale with 5 notes).</li> <li>➤ Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions.</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>➤ Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music.</li> <li>➤ Listening and Context he/she can explain what they think a piece of music's purpose could be.</li> </ul>				
	Crotchet Minim Semi-brave Stave Treble clef Rest Bar line Staff Quaver Time signatures (4/4, 2/4, 3/4) Very soft Soft Loud Very loud						
Computing	<ul style="list-style-type: none"> <li>• Content: We are musicians: create and develop a musical composition on GarageBand</li> <li>• Online Safety: We are aware that our online content lasts forever</li> </ul>	<ul style="list-style-type: none"> <li>➤ The child can use digital technology safely and show respect for others when working online.</li> <li>➤ The child can recognise unacceptable behaviour when using digital technology.</li> <li>➤ Know who to talk to about concerns and inappropriate behaviour in school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The child can use sequence and repetition in programs.</li> <li>➤ The child can understand the difference between acceptable and unacceptable behaviours when using digital technology.</li> <li>➤ Know who to talk to about concerns and inappropriate behaviour at home or in school.</li> </ul>				
RE	<ul style="list-style-type: none"> <li>• <b>Judaism</b> - How important is it for Jewish people to do what God asks them to do?</li> </ul>	<ul style="list-style-type: none"> <li>• Do religious people lead better lives?</li> <li>• Is religion the most important influence and inspiration in everyone's life?</li> </ul>	<ul style="list-style-type: none"> <li>• Do religious people lead better lives?</li> <li>• Is religion the most important influence and inspiration in everyone's life?</li> </ul>				
PE	<ul style="list-style-type: none"> <li>• Year 3: Hockey / Rugby</li> <li>• Year 3/4: Basketball/Gym</li> <li>• Year 4: Dodgeball/fitness</li> </ul>	<p><b>Dodgeball - Year 3/4 unit</b></p> <ul style="list-style-type: none"> <li>• To learn the rules of dodgeball</li> <li>• To be able to play in a mini dodgeball game</li> <li>• To develop throwing towards a target</li> <li>• To develop throwing at a moving target</li> <li>• To use jumps, dodges and ducks to avoid being hit</li> <li>• To develop catching a dodgeball at different heights</li> <li>• To use your whole body to catch a dodgeball</li> <li>• To learn how to block using the ball</li> <li>• To understand the rules of dodgeball and use them to play in a tournament</li> </ul>	<p><b>Fitness - Year 3/4 unit</b></p> <ul style="list-style-type: none"> <li>• To develop an awareness of what your body is capable of</li> <li>• To test and record baseline fitness scores</li> <li>• To develop your sprinting technique</li> <li>• To develop your speed</li> <li>• To develop strength using my own body weight.</li> <li>• To complete actions to develop coordination, agility, balance and stamina</li> <li>• To re-test fitness scores and recognise improvement</li> </ul>	<p><b>Tag Rugby - Year 3/4 unit</b></p> <ul style="list-style-type: none"> <li>• To develop ball handling skills demonstrating increasing control and accuracy</li> <li>• To develop throwing and catching a rugby ball</li> <li>• To play games using tagging rules.</li> <li>• To be able to use the 'forward pass' and 'off side' rule.</li> <li>• To be able to support a teammate when attacking</li> <li>• To be able to dodge a defender and move into space when running towards the goal</li> <li>• To be able to defend an opponent</li> <li>• To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</li> </ul>	<p><b>Basketball - Year 3/4 unit</b></p> <ul style="list-style-type: none"> <li>• To develop the attacking skill of dribbling</li> <li>• To be able to use protective dribbling against an opponent</li> <li>• To develop the bounce and chest pass and begin to recognise when to use them</li> <li>• To be able to perform a jump stop and pivot</li> <li>• To be able to lose a defender</li> <li>• To develop tracking and defending an opponent</li> <li>• To develop the technique for the set shot</li> <li>• To be able to apply the skills, rules and tactics you have learnt to a mini tournament.</li> </ul>	<p><b>Gymnastics - Year 3 unit</b></p> <ul style="list-style-type: none"> <li>• To be able to create interesting point and patch balances</li> <li>• To be able to match a partner in a sequence</li> <li>• To develop stepping into shape jumps with control</li> <li>• To develop the straight, barrel, and forward roll</li> <li>• To be able to transition smoothly into and out of balances</li> <li>• To create a sequence with matching and contrasting actions and shapes</li> <li>• To explore gymnastics skills using hoops</li> <li>• To create a partner sequence incorporating equipment</li> </ul>	<p><b>Hockey – Year 3/4 unit</b></p> <ul style="list-style-type: none"> <li>• To develop open stick dribbling</li> <li>• To develop sending the ball with a push pass</li> <li>• To develop receiving the ball</li> <li>• To develop dribbling using the reverse stick</li> <li>• To develop dribbling to beat a defender</li> <li>• To develop moving into space after passing the ball</li> <li>• To be able to use an open stick tackle</li> <li>• To apply defending and attacking principles and skills in a hockey tournament</li> </ul>
PHSE	<ul style="list-style-type: none"> <li>• Safeguarding/Online Safety: We are aware that our online content lasts forever</li> <li>• Safeguarding/Online Safety: We are Internet Detectives (Safer Internet Day – Feb)</li> </ul>						

	<ul style="list-style-type: none"> <li>• Safeguarding/St. John's: Big First Aid Lesson Spring 2016 – Coping in an emergency &amp; the recover position</li> <li>• World-view/Go-givers: Healthcare: Improving Life Chances (Links to King Lynn Monasteries, Tax and Health)</li> <li>• British/Go-go-givers: Democracy Pt1 (Links to Suffragettes &amp; UK History)</li> </ul>		
MFL	<ul style="list-style-type: none"> <li>• On fait la fête (Celebrations) (Y3 &amp; 3/4)</li> <li>• Raconte-moi une histoire! (Tell me a story) (Y4)</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>