

Year 3 / 4 Year A		
Spring Term 2 nd Half		
Key Content	Year 3 Skills	Year 4 Skills
<p>Writing</p> <p>DISCUSSION Balanced Argument– Animals / Zoos including oral debate</p> <ul style="list-style-type: none"> • a statement of the issues involved and a preview of the main arguments; • arguments for, with supporting evidence/examples; • arguments against or alternative views, with supporting evidence/examples. <p>NARRATIVE – Dialogue linked to traditional tales Genre: Traditional Tale 'The Magic Paintbrush' by Julia Donaldson 'The Emperor's New Clothes' 'How the camel got its hump' by Kipling</p> <ul style="list-style-type: none"> • They tend to have themes that deal with life's important issues and their narrative structures are often based on a quest, a journey or a series of trials and forfeits. • Characters usually represent the archetypal opposites of good and evil, hero and villain, strong and weak or wise and foolish. • The style of traditional stories usually retains links with their origins in oral storytelling: rich, evocative vocabulary, repetition and patterned language, and • strong use of imagery. • When written in a traditional style, they also use some archaic language forms and vocabulary. Many regional stories include • localised vocabulary and dialect forms. <p>EXPLANATION (Topic Writing) The Life Cycle of a Butterfly</p> <ul style="list-style-type: none"> • A general statement to introduce the topic being explained. (In the winter some animals hibernate.) • The steps or phases in a process are explained logically, in order. (When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.) • Written in simple present tense. (Hedgehogs wake up again in the spring.) • Use of temporal connectives, e.g. first, then, after that, finally. • Use of causal connectives, e.g. so, because of this. 	<p>COMPOSITION Plan their writing by:</p> <ul style="list-style-type: none"> ➤ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar; naming key organisational features and language structures ➤ discussing and recording ideas organising them later into a given 'boxing up' frame or story mountain. <p>Draft and write by:</p> <ul style="list-style-type: none"> ➤ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary incorporating newly acquired vocabulary and using recently learned sentence types. ➤ organising paragraphs around a theme, organising their material into logical chunks and write a coherent series of linked sentences for each ➤ in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story. ➤ in non-narrative material, using simple organisational devices to organise their material into logical chunks and write an appropriate main and subheading for each <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ➤ assessing the effectiveness of their own and others' writing and suggesting improvements, identifying aspects linked to success criteria and recent teaching for improvement ➤ proposing some changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ➤ Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and all KS1 HFW <p>Read their writing aloud with expression, loudly and clearly enough to be heard and understood by all</p> <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 <p>HANDWRITING</p>	<p>COMPOSITION Plan their writing by:</p> <ul style="list-style-type: none"> ➤ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 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.









		<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. 	
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 ➤ 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 	<p>VOCABULARY</p> <ul style="list-style-type: none"> ➤ Form nouns using prefixes (super-, anti-), using them appropriately in their independent writing and explaining their meaning. ➤ Word families based on common words (solve, solution, dissolve, insoluble), grouping words into families according to form and meaning. They can spot the common root words grouped by form. <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ➤ choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in a wide range of writing ➤ use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences ➤ using a wide range of conjunctions, adverbs verbs (ing/ed) and prepositions to express time and cause applying the new learning across a range of independent writing to achieve better cohesion ➤ consistently using the present perfect form of verbs in contrast to the past tense within their own writing and can explain the reasons behind this choice. <p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Consistently accurate in the use the correct form of 'a' or 'an' ➤ Use of inverted commas and other punctuation to indicate direct speech; ➤ apostrophes to mark plural possession; ➤ use of commas after fronted adverbials <p>SPELLING</p> <ul style="list-style-type: none"> ➤ Spell further homophones e.g. whose/who's, peace/piece, whether/weather, ➤ Spell most of the words that are often misspelt (3/4 word list in English Appendix 1) ➤ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals, spotting and correcting errors in own and others' writing. ➤ Use further prefixes and understand how to add them (English Appendix 1), explain the meaning of most prefixes: e.g. mis-, sub-, il-, im-, ir-, re-, sub-. ➤ Use further suffixes and understand how to add them (English Appendix 1) understanding when to double the final consonant in the root word and consistently spotting this in their own work. ➤ Use the first two or three letters of a word to check its spelling in a dictionary with pace to ensure the efficient checking of their own writing
Key Vocab	<p>Year 3 Subject, object, determiner, preposition, conjunction, word family, prefix, main clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, paragraphs , expanded noun phrase</p> <p>Year 4 Pronoun, possessive pronoun, adverbial, clause, main clause, subordinate clause, paragraphs: topic, supporting, concluding, cohesive devices (ISPACED), expanded noun phrase</p>		

<p>Maths</p>	<ul style="list-style-type: none"> Decimals and fractions (and the link between them) Application of addition and subtraction with measures Statistics Multiplication and division facts 	<p>Unit: Decimals and fractions</p> <ul style="list-style-type: none"> count up and down in tenths recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 solve problems that involve all of the above <p>Unit: Problem solving with addition and subtraction (with measures)</p> <ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm) solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Add and subtract amounts of money in pounds and pence to give change <p>Unit: Statistics</p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> Recall multiples of 4 up to 12x4 in any order, including missing numbers and related division facts with growing fluency. Count in multiples of 8 to 12x8 in order from 0 fluently. 	<p>Unit: Decimals and fractions</p> <ul style="list-style-type: none"> find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places <p>Unit: Problem solving with addition and subtraction (with measures)</p> <ul style="list-style-type: none"> solve simple measure and money problems involving fractions and decimals to two decimal places Estimate, compare and calculate different measures, including money in pounds and pence <p>Unit: Statistics</p> <ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> Recall multiples of 7 in any order, including missing numbers and related division facts fluently. Fluently count in 9's in order up to 12x9. Fluently count in 11's in order up to 12x11.
<p>Key Vocab</p>	<p>Year 3: Unit 1: greatest value, least value, statement, tenths, division, problem, place value, equivalent, decimal fraction Unit 2: millimetre, kilometre, mile, addition, add, make, sum, total altogether, increase, more, plus subtract, difference, minus, less, decrease, take away, equals, is the same as, inverse, tens/hundreds boundary, exchange, missing number, near double, half, halve Unit 3: chart, bar chart, frequency table, Carroll diagram, Venn diagram, axis, axes, diagram</p> <p>Year 4: Unit 1: Hundredths, decimal, decimal fraction, decimal point, decimal place, decimal equivalent, proportion, place value, ten times smaller, round, whole number Unit 2: Estimate, roughly, approximately, decimal places, fractions, decimals, problem, method, efficient, representation Unit 3: Survey, questionnaire, data</p>		
<p>Reading</p>	<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>Genre: Traditional Tale 'The Magic Paintbrush' by Julia Donaldson 'The Emperor's New Clothes' 'How the camel got its hump' by Kipling</p> <p>Genre: Poetry Bee! Caterpillars Hurt no living thing Discovery</p> <p>SAYINGS AND PHRASES</p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> Keep your fingers crossed Practise what you preach 	<p>FLUENCY</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and understand the meaning of new words they meet e.g. 'forget' – forgotten, forgetful Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word e.g. calendar, grammar, guide, heart, naughty, strength. <p>WIDTH OF READING (SHARED READING) <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks expressing views and preferences. Reading books that are structured in different ways and reading for a range of purposes. Show some awareness of the various purposes for reading: e.g. reference books for information, novels and poetry for pleasure. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying and discussing themes and conventions in a wide range of writing e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings. 	<p>FLUENCY</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, to understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. 'limit' - limitless, unlimited Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word as set out in the 3/4 common exception word list <p>WIDTH OF READING (SHARED READING) <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or non-fiction and reference books expressing views and preferences, justifying them by reference to the text. Reading books that are structured in different ways and reading for a range of purposes e.g. specialist books for advice on sports or hobbies, following a series by the same writer. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying and discussing themes and conventions in *and across* a wide range of writing, identifying and discussing some themes and

	<ul style="list-style-type: none"> • Turn over a new leaf 	<p>Poetry:</p> <ul style="list-style-type: none"> ➤ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Pupil can re-read, rehearse and perform to show some understanding of the meaning of these texts. ➤ Recognising some different forms of poetry, (e.g. free verse, narrative poetry) <p>Debate:</p> <ul style="list-style-type: none"> ➤ Participate in discussion about both books that are read to them and those they can read for themselves, building on what others say, challenging others courteously and being challenged and responding appropriately in turn. <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> ➤ Using dictionaries to check the meaning of words that they have read e.g. reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult. ➤ Independently monitoring reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. foul (filthy) and foul in sport ➤ Discussing words and phrases that capture the reader’s interest and imagination and explaining why <p>Inference:</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and attempting to justify inferences with evidence from the text <p>Prediction:</p> <ul style="list-style-type: none"> ➤ Begin to read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader <p>Explanation:</p> <ul style="list-style-type: none"> ➤ Asking themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. I wonder how Tom knew what the rules of all the games were? ➤ Identifying how language, structure, and presentation contribute to meaning and help the reader draw meaning from the text: e.g. recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ Retrieve and record information from non-fiction, recording information in a form that can be easily retrieved: e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L). <p>Summarise:</p> <ul style="list-style-type: none"> ➤ Identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text 	<p>conventions in age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction.</p> <ul style="list-style-type: none"> ➤ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <p>Poetry</p> <ul style="list-style-type: none"> ➤ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action and volume, using drama approaches with individual interpretation. ➤ Can confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks. <p>Debate</p> <ul style="list-style-type: none"> ➤ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say e.g. is able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> ➤ Using dictionaries to check the meaning of words that they have read ➤ Discussing words and phrases that capture the reader’s interest and imagination and can usually say why, explaining the effect on them as a reader <p>Inference</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>Prediction</p> <ul style="list-style-type: none"> ➤ Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict 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 ➤ Identifying how language, structure, and presentation contribute to meaning e.g. recognises the shape a letter makes on the page; recognises a range of salutations and sign-off phrases for letters and knows which belong to a friendly letter and which to a formal one. <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ Retrieve and record information from non-fiction. Usually records information in a form that can be easily retrieved: e.g. is making and organising own notes from a non-fiction book or website to answer questions devised earlier. <p>Summarise</p> <ul style="list-style-type: none"> ➤ Identifying main ideas drawn from more than one paragraph and summarising these
Key Vocab	Genre Comic Magazine Leaflet Report Vocabulary Inference Prediction Explanation Retrievals Summarise Limerick* Myth* Tall Tale* Biography* Auto-biography* Fiction* Non-Fiction* Tengu Haiku Renga Text, prediction, inference, retrieval, summary, evidence, independent, information, fiction, non-fiction, dictionary, contents, facts, opinion, thesaurus Protagonist antagonist moral lesson similarities differences headings subheading bullet-points		
Science	I. CYCLES IN NATURE A. LIFE CYCLES	<ul style="list-style-type: none"> ➤ Gather and record data about similarities, differences and changes ➤ Use standard units when taking measurements 	<ul style="list-style-type: none"> ➤ Set up simple and practical enquiries, comparative and fair tests ➤ Record findings using simple scientific language, drawings and labelled diagrams

	<ul style="list-style-type: none"> The life cycle: birth, growth, reproduction, death Reproduction in plants and animals <ul style="list-style-type: none"> From seed to seed with a plant From egg to egg with a chicken From frog to frog From butterfly to butterfly: metamorphosis (link to topic writing) 	<ul style="list-style-type: none"> Set up comparative tests With prompting, suggest conclusions that can be drawn from data Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<ul style="list-style-type: none"> Identify differences, similarities or changes related to simple scientific ideas and processes Report on findings from enquiries, including oral and written explanations, of results and conclusions
Key Vocab	Life cycle, birth, growth, reproduction, death, plants, animals, seed, egg, metamorphosis, insects, spawn, frog		

Year 3/4 A	Year 3 / 4 Year A		
	Spring Term 2 nd Half		
	Key Knowledge	Year 3 Skills	Year 4 Skills
History	<p>RESTRAINTS ON ROYAL POWER (1215-1265)</p> <p>Teachers: The Magna Carta and de Montfort’s parliament can be taught together as the first restrictions on the power of the monarch. Explain to students how the legacies of these events helped to shape and define the changing relationship between the people and the king, and how the influence of these events can be seen in later events in British history. [Builds on History and Geography: Year 1]</p> <p>A. MAGNA CARTA</p> <ul style="list-style-type: none"> Richard I dies (1199) King John reigns <ul style="list-style-type: none"> Dissatisfaction with King John because of unsuccessful foreign wars and his treatment of nobles Magna Carta was created by discontented barons, to be in effect in perpetuity <ul style="list-style-type: none"> The right not to be imprisoned without lawful judgement of peers Limits on the king’s power to collect money Provides precedent to question royal prerogative King accepts the Magna Carta at the meeting at Runnymede on 15 June, 1215 <ul style="list-style-type: none"> King rejected the Charter immediately afterwards <p>RELIGIOUS CONFLICTS (1547-1558)</p> <p>Teachers: Encourage children to see how the intolerance and persecution of both Catholics and Protestants under successive monarchs entrenched religious views and identities, increased hostilities and politicised religious beliefs. These issues would be crucial in the 17th Century.</p> <ul style="list-style-type: none"> Heresy Acts prosecute Protestants Protestants burnt at the stake 	<ul style="list-style-type: none"> Establish clear narratives within and across the periods they study. Understand overview and depth. Develop chronologically secure knowledge and understanding of British, local and world history. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. Address and devise historically valid questions about significance. Address and devise historically valid questions about cause. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms 	<ul style="list-style-type: none"> Establish clear narratives within and across the periods they study. Understand overview and depth. Develop chronologically secure knowledge and understanding of British, local and world history. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. Address and devise historically valid questions about significance. Address and devise historically valid questions about cause. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms
	Vocabulary: Magna Carta, law, power, Catholic, Protestant, religion		
Geog.	<p>THE LOCAL AREA/COMMUNITY</p> <p>Teachers: Pupils should learn to distinguish between the built and the natural environment. They should learn to distinguish between different types of services available in the community and the functions of different buildings and land. They should learn to identify different features of the landscape (which may lie outside of larger urban areas).</p> <p>Terms: region, community</p> <ul style="list-style-type: none"> Observe aerial/satellite photographs of the local area. <ul style="list-style-type: none"> Use these to identify settlements, physical features and points of interest. Discuss why things are located where they are, for example local buildings and services (bank, post office, shops, garage) Discuss land-use types: parks, housing, industry, roads, farms. Draw a map of the school grounds using basic symbols and a key. <ul style="list-style-type: none"> Use the map and the eight points of the compass to navigate around the school: north, south, east, west, northeast, southeast, northwest and southwest [Cross-curricular connection with Mathematics Year 4]. Use a simple coordinate grid to describe the location of objects and places on a map, using the eight points of the compass. Introduce scale: for example, fifty paces = 5 cm on a map. Identify different types of residence <ul style="list-style-type: none"> Apartments, terraced housing, detached houses Understand features of the natural environment <ul style="list-style-type: none"> Rivers, hills, coastline, vegetation, animals 	<ul style="list-style-type: none"> Use maps, atlases and globes to locate countries and describe features studied. Use a range of methods including sketch maps, plans and graphs, and digital technologies. Use fieldwork to observe, measure, record and present the human and physical features in the local area. Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. 	<ul style="list-style-type: none"> Use maps, atlases and globes to locate countries and describe features studied. Use a range of methods including sketch maps, plans and graphs, and digital technologies. Use fieldwork to observe, measure, record and present the human and physical features in the local area. Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.

	<ul style="list-style-type: none"> Discuss ways in which the natural environment is managed and changed by people (e.g. park, farming, reservoir, urban drainage). 		
	Vocabulary: urban, rural, conurbation, hamlet, city, town, population, grid, map, housing, environment, rivers, hills, coastline, vegetation, animals, compass, settlements, physical features, industry, housing, roads, farms, aerial, satellite, local		
Art	<p>SYMMETRY</p> <ul style="list-style-type: none"> Recognise common objects and shapes (squares, faces, trees) as symmetrical (where a part of an image or object is reflected or balanced in another side), or not symmetrical. Build upon the work of ½ around portraits incorporating perspective lines to create depth Observe the use of symmetry in: <ul style="list-style-type: none"> Leonardo da Vinci, <i>The Last Supper</i>, 1495-98 (Refectory, Santa Maria delle Grazie, Milan) <p>Additionally in:</p> <ul style="list-style-type: none"> Meindert Hobbema, <i>The Avenue at Middelharnis</i>, 1689 (National Gallery, London) <p>TYPES OF ART: ARCHITECTURE (link with local area in Geography)</p> <ul style="list-style-type: none"> Understand architecture as the art of designing buildings. Understand symmetry and a line of symmetry as it applies to buildings; observe symmetry in the design of some buildings which are familiar to you and/or the children (you could look at your school, local houses, or focus on the Cathedrals studied previously). 	<ul style="list-style-type: none"> Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas. Can discuss and describe well known artists' work and explain how their work is similar/different 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. Painting he/she can mix and match colours for purpose: skin tones, backgrounds. 	<ul style="list-style-type: none"> Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas Drawing With pastel/charcoal, he/she can work on a soft paper to create an image with a set coloured background. Drawing With pastel/charcoal, he/she can work on top of a background to create detail. Can discuss and describe well known artists' work and explain how their work is similar/ 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.
DT	<p>Food:</p> <p>To understand what a healthy diet consists of and design and make a healthy snack for either a toddler, elderly person or a party.</p> <ul style="list-style-type: none"> Weigh, slice and mix ingredients. Evaluate outcomes. 	<ul style="list-style-type: none"> Can use the right tools to slice and mix. Can weigh ingredients to an appropriate level of accuracy. Can evaluate his/her work against his/her own design criteria. 	<ul style="list-style-type: none"> Can use the right tools to slice and mix. Can weigh ingredients to an appropriate level of accuracy. Can evaluate his/her work against his/her own design criteria. Food he/she understands all sections of the Eat Well plate and why they differ in size.
Music	<p>APPRECIATION OF MANY KINDS OF MUSIC: CLASSICAL</p> <ul style="list-style-type: none"> Classical Music Tchaikovsky – Swan Lake Prokofiev – Peter and the Wolf Strauss – The Beautiful Blue Danube <p>NOTATION</p> <ul style="list-style-type: none"> Review the following notation using Charanga Glockenspiel Stage One <p> <ul style="list-style-type: none"> Crotchet  Minim  Semi-breve  Stave  Treble clef and names of lines and spaces in the treble clef  Crotchet rest  Minim rest  Semibreve rest  </p>	<ul style="list-style-type: none"> Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions. 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 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. <p>Songs to be learnt: Who Killed Cock Robin?</p>	<ul style="list-style-type: none"> Composing he/she can compose three note patterns. Composing he/she can compose simple tunes using a pentatonic scale (a scale with 5 notes). Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions. Composing he/she can reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria. Performing he/she can perform simple rhythmic and melodic patterns on an instrument to accompany a song. Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music. Listening and Context he/she can explain what they think a piece of music's purpose could be.
	Vocabulary: classical, rhythm, beat, speed, accents, sounds, melody, introduction, chorus, bridge, phrases, compositions 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	<p>Content We are vloggers:</p> <p>Use a search engine to learn about a new topic.</p>	<ul style="list-style-type: none"> Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web. 	<ul style="list-style-type: none"> Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web.

	<ul style="list-style-type: none"> Plan, design and deliver an interesting and engaging presentation. Search for and evaluate online images. Create their own original images. Create a video slidecast of a narrated presentation. <p>Online Safety: We are aware of our digital footprint</p>	<ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	
RE	<ul style="list-style-type: none"> Christianity – What is ‘good’ about Good Friday? 	<ul style="list-style-type: none"> Should religious people be sad when someone dies? Do sacred texts have to be ‘true’ to help people understand their religion? Can the arts help communicate religious beliefs? 	<ul style="list-style-type: none"> Should religious people be sad when someone dies? Do sacred texts have to be ‘true’ to help people understand their religion? Can the arts help communicate religious beliefs? 	
PE	<ul style="list-style-type: none"> Year 3: Tennis / Gymnastics Year 3/4: Gymnastics/Athletics Year 4: Athletics / Tennis 	<ul style="list-style-type: none"> Tennis - Year 3 unit To be able to use the ready position To develop ball control and movement skills To develop racket and ball control To develop returning the ball using a forehand groundstroke To be able to rally using a forehand To develop the two handed backhand To learn how to score To be able to play against an opponent To work collaboratively with a partner to compete against others 	<ul style="list-style-type: none"> Athletics – Year 3 unit To develop the sprinting technique and improve on your personal best To develop changeover in relay events To develop fluency and rhythm when running over obstacles To develop jumping technique in a range of approaches and take off positions To develop jumping for height and safety on landing To develop throwing for distance and accuracy To develop throwing for distance in a pull throw To develop officiating and performing skills 	<ul style="list-style-type: none"> Gymnastics - Year 3 unit To be able to create interesting point and patch balances To be able to match a partner in a sequence To develop stepping into shape jumps with control To develop the straight, barrel, and forward roll To be able to transition smoothly into and out of balances To create a sequence with matching and contrasting actions and shapes To explore gymnastics skills using hoops To create a partner sequence incorporating equipment
	<ul style="list-style-type: none"> Portraits (Portraits) (Year 3 & 3.4) Vive le sport! (Our sporting lives) (year 4) 	<p>S & L - can listen to and respond to simple rhymes, stories and songs.</p> <ul style="list-style-type: none"> S & L - can recognise and respond to sound patterns and words. S & L - can respond to topic related questions with a simple answer. S & L - can understand instructions, everyday classroom language and praise words. S & L - can memorise and present a short spoken text. S & L - can use short phrases to express R - can understand short texts and dialogues, made up of familiar language, printed in books or word processed. R - can read aloud a familiar sentence, rhyme or poem. R - can use a bilingual dictionary or glossary to look up new words W - can write words and short phrases from memory with comprehensible spelling. 	<ul style="list-style-type: none"> S & L - can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. S & L - can identify and note the main points of a short spoken passage. S & L - can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements. S & L - can use generally accurate pronunciation when R - aloud or using familiar words or phrases. R - can use sounds to help identify written words.personal responses for example, likes, dislikes and feelings. W - can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts. W - is beginning to use his/her knowledge of grammar to adapt and substitute single words and phrases in written work 	
PHSE	<ul style="list-style-type: none"> Character/Go-givers: Mediation Resolving Conflict (<i>Links to Religious Conflicts</i>) British/Go-givers: The Golden Rule: Multi-Faith Values (<i>Link to Religious Conflict</i>) British/Go-givers: DEBATE – Should Adults be allowed to smack children? Should zoos exist? British/Educate Against Hate: The Beatles – Links to Music Norfolk – Local Area including waterways and port (Links to Hansa, Water Cycle and Year 5/6 Victorians) Home Learning Research Project: Local Area (16th March) 			