

		Year 3 / 4 Year B	
		Summer 1st Half	
Key Content		Year 3 Skills	Year 4 Skills
Writing	<p>BIOGRAPHY of Alexander Graham Bell</p> <ul style="list-style-type: none"> Describe and discuss the life of a real person Information is based on fact Formal Style of writing Follows a chronology of Introduction, Early life, Education/Career, Most Notable Achievement Death/Current Life, Conclusion Incidents highlight positive a negative effect Inclusion of bracketed dates and colons to introduce the paragraph with a sub-heading <p>ADVENTURE NARRATIVE</p> <ul style="list-style-type: none"> An effective blend of action, dialogue and description develops archetypal characters who the reader will care about, at the same time as moving the plot along at an exciting pace. Description adds to the sense of adventure by heightening the reader’s awareness, e.g. a sense of potential danger (The cliffs were high and jagged ...) or dropping clues to encourage involvement through prediction (The captain welcomed them aboard but his eyes were narrow and cruel-looking ...) Dialogue is an element of characterisation but is used more to advance the action than to explore a character’s feelings or motivation. “What was that noise? Did you hear it too?” Language usually has a cinematic quality, with powerful, evocative vocabulary and strong, varied verbs for action scenes. <p>POETRY: Calligrams and Shape Poetry</p> <ul style="list-style-type: none"> Visual poems are based (often exclusively) on visual appearance and/or sound. Words are presented to create a particular shape, to create an image or to convey a visual message. Letter shapes may be exaggerated in the design. Meaning may be literal or rely on metaphor. The focus is not on rhyming <p>INSTRUCTIONS linked to bird house</p> <ul style="list-style-type: none"> Defining the goal or desired outcome. Listing any material or equipment needed, in order. Providing simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. Use of the imperative Diagrams or illustrations are often integral and may even take the place of some text. 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar; naming key organisational features and language structures discussing and recording ideas organising them later into a given 'boxing up' frame or story mountain. <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary incorporating newly acquired vocabulary and using recently learned sentence types. organising paragraphs around a theme, organising their material into logical chunks and write a coherent series of linked sentences for each in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story. in non-narrative material, using simple organisational devices to organise their material into logical chunks and write an appropriate main and subheading for each <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements, identifying aspects linked to success criteria and recent teaching for improvement proposing some changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and all KS1 HFW Read their writing aloud with expression, loudly and clearly enough to be heard and understood by all <p>HANDWRITING</p> <ul style="list-style-type: none"> Consistently use the diagonal and horizontal strokes that are needed to correctly form and join most letters in accordance with the school’s agreed style Legibility and quality of their handwriting is such that it can be read, is usually consistent and beginning to be pleasing in appearance. 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing why organisational features and language structures may have been used. discussing and recording ideas using notes organised into a 'boxing up' frame or story mountain <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and incorporating variation in sentence structure including simple, compound and complex structures. organising paragraphs around a theme within their planning and demarcating paragraphs on the page when drafted. in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot with detailed descriptions helping the reader visualise the story. in non-narrative material, cluster related information logically writing an engaging main heading for the text and relevant subheadings for each paragraph <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency throughout the piece of writing, including the accurate use of pronouns and a range of sentence start to ensure cohesion. Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and most 3/4 key spellings Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>HANDWRITING</p> <ul style="list-style-type: none"> Consistently use the diagonal and horizontal strokes that are needed to form and join most letters in accordance with the school’s agreed style, but some consistency in decisions to join letters or leave letters unjoined for pace. Legibility, consistency and quality of their handwriting is such that writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say.
	<p>Adventure Narrative: hook, entertain, opening, setting, characters, build up, complication, resolution, ending, first/third person, past tense, chronological, conjunctions that signal time , time shifts, conjunctions that shift attention</p> <p>Instruction: imperative, procedures, goal, materials/equipment, sequenced, diagrams, chronological order, numbered/ bullet points.</p> <p>Biography: formal language, compound and complex sentences, conjunctions, past tense chronological order, early life, adulthood, legacy, setbacks, dates, facts, orientation and reorientation.</p> <p>Poetry : three lines, syllables, alliteration, half or near rhyme, assonance, onomatopoeia, rhyme word, rhythm, simile, stanza, structure, theme, tone syllables</p>		
GPS	<ul style="list-style-type: none"> Spelling taught from Year 3 and 4 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list Handwriting taught using Collins Guide as per handwriting policy. Grammar directed by English Appendix 2 	<p>VOCABULARY</p> <ul style="list-style-type: none"> Form nouns using prefixes: use a range of prefixes to generate new nouns, (super-, anti-) and use them appropriately in their independent writing. Word families based on common words (solve, solution, dissolve, insoluble), recognising related words from the same word family and usually deduces the meaning of related words correctly <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing 	<p>VOCABULARY</p> <ul style="list-style-type: none"> Form nouns using prefixes (super-, anti-), using them appropriately in their independent writing and explaining their meaning. Word families based on common words (solve, solution, dissolve, insoluble), grouping words into families according to form and meaning. They can spot the common root words grouped by form. <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p>

		<ul style="list-style-type: none"> ➤ extending the range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing ➤ using conjunctions, adverbs and prepositions to express time and cause applying the new learning across a range of independent writing ➤ using the present perfect form of verbs in contrast to the past tense and applying this across a range of independent writing <p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Understands when to use the correct form of ‘a’ or ‘an’ ➤ Inverted commas consistently used to punctuate direct speech <p>SPELLING</p> <ul style="list-style-type: none"> ➤ Spell further homophones e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break. ➤ Spell some of the words that are often misspelt (3/4 word list in English Appendix 1) ➤ Place the possessive apostrophe accurately in words with regular plurals: e.g. girls’, boys’ and in words with irregular plurals: e.g. children’s ➤ Use further prefixes and understand how to add them (English Appendix 1) e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity. ➤ Use further suffixes and understand how to add them (English Appendix 1), understanding when to double the final consonant in the root word e.g. hoping, hopping ➤ Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> ➤ 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>		
Maths	<ul style="list-style-type: none"> • Multiplication and division • Time (analogue and digital) • Measures (capacity, lengths, mass) • Conversions between measurements and problem solving 	<p><u>Unit: Multiplication and division (1 week)</u> Focus on 3,4 and 8 times table</p> <ul style="list-style-type: none"> ➤ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know ➤ Solve calculations and problems involving two-digit numbers times one-digit numbers, using mental and progressing to formal written methods for both multiplication and division <p><u>Unit: Problem solving with time</u></p> <ul style="list-style-type: none"> ➤ tell and write the time from an analogue clock ➤ estimate and read time with increasing accuracy to the nearest minute ➤ record and compare time in terms of seconds, minutes and hours ➤ use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight ➤ know the number of seconds in a minute and the number of days in each month, year and leap year ➤ compare durations of events [for example to calculate the time taken by particular events or tasks] <p><u>Unit: Measurement (Start this half term. To be completed in Summer 2)</u></p> <ul style="list-style-type: none"> ➤ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 	<p><u>Unit: Multiplication and division (1 week)</u> Focus on 6, 7 and 9 times table</p> <ul style="list-style-type: none"> ➤ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, ➤ Solve calculations and problems involving two-digit numbers times one-digit numbers, and 3 digit times one digit numbers using mental and progressing to formal written methods for both multiplication and division <p><u>Unit: Problem solving with time</u></p> <ul style="list-style-type: none"> ➤ convert between different units of measure [for example, hour to minute] ➤ problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days ➤ Write and convert time between analogue and digital 12 and 24 hour clocks <p><u>Unit: Measurement (Start this half term. To be completed in Summer 2)</u></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 (link with conversion of measurements)

		<ul style="list-style-type: none"> ➤ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction ➤ continue to measure using appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 5m = 500cm) <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 fluently. ➤ Recall multiples of 8 up to 12x8 in any order, including missing numbers and related division facts with growing fluency. 	<ul style="list-style-type: none"> ➤ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number (focus on measurement) ➤ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why (focus on measurement) <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> ➤ Recall multiples of 9 in any order, including missing numbers and related division facts with growing fluency (using 10x and adjusting by 1 group to find 9x as a strategy) ➤ Recall multiples of 11 in any order, including missing numbers and related division facts fluently. ➤ Fluently count in 12's in order up to 12x12.
Key Vocab	<p>Year 3: Unit 1: factor of, relationship, factor, product, remainder, scaling, missing number problems, one digit, two digit, mental calculation, written calculation, place value, grid method Unit 2: Fortnight, 5, 10, 15... minutes past, digital, analogue, timer, Century, calendar, earliest, latest, am, pm, Roman numerals, 12-hour clock time, 24-hour clock time Unit 3: Temperature, centigrade, millimetre, kilometre, mile, conversion, kilogram, gram, litre, millilitre, millimetre, centimetre, equivalent, units, Mass, big, bigger, small, smaller, weight, heavy/ light, heavier / lighter, heaviest / lightest</p> <p>Year 4: Unit 1 Inverse, place value, grid method, formal written method, mental method, Unit 2 : leap year, millennium, noon, date of birth, timetable, arrive depart Unit 3 Multiply and divide by 10, 100, decimal, decimal place, tenths, hundredths, fractions, quantities, unit fraction, non-unit fraction, Temperature, centigrade, millimetre, kilometre, mile, conversion, kilogram, gram, litre, millilitre, millimetre, centimetre, equivalent, units, mass, big, bigger, small, smaller, weight, heavy/ light, heavier / lighter, heaviest / lightest</p>		
Reading	<p>At the start of Year 3, pupils should be demonstrating ever-increasing code knowledge and fluency in their independent reading, allowing them to focus more intently on the meaning of what they are reading.</p> <p>In Year 4 pupils should be beginning to independently read and comprehend longer works of fiction ('chapter books') and non-fiction.</p> <p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p>Key Poems:</p> <ul style="list-style-type: none"> • Trees; • The dragon on the playground <p>Key Texts:</p> <ul style="list-style-type: none"> • George's Secret Key to the Universe by Lucy Hawkings; • Talk (A West African Folktale) <p>SAYINGS AND PHRASES</p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> • The show must go on. ● Touch and go 	<p>FLUENCY</p> <ul style="list-style-type: none"> ➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and understand the meaning of new words they meet e.g. 'forget' – forgotten, forgetful ➤ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word e.g. calendar, grammar, guide, heart, naughty, strength. <p>WIDTH OF READING (SHARED READING) <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ➤ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks expressing views and preferences. ➤ Reading books that are structured in different ways and reading for a range of purposes. Show some awareness of the various purposes for reading: e.g. reference books for information, novels and poetry for pleasure. ➤ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ➤ Identifying and discussing themes and conventions in a wide range of writing e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings. <p>Poetry:</p> <ul style="list-style-type: none"> ➤ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Pupil can re-read, rehearse and perform to show some understanding of the meaning of these texts. ➤ Recognising some different forms of poetry, (e.g. free verse, narrative poetry) <p>Debate:</p> <ul style="list-style-type: none"> ➤ Participate in discussion about both books that are read to them and those they can read for themselves, building on what others say, challenging others courteously and being challenged and responding appropriately in turn. <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i> Vocabulary</p>	<p>FLUENCY</p> <ul style="list-style-type: none"> ➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, to understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. 'limit' - limitless, unlimited ➤ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word as set out in the 3/4 common exception word list <p>WIDTH OF READING (SHARED READING) <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ➤ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or non-fiction and reference books expressing views and preferences, justifying them by reference to the text. ➤ Reading books that are structured in different ways and reading for a range of purposes e.g. specialist books for advice on sports or hobbies, following a series by the same writer. ➤ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ➤ Identifying and discussing themes and conventions in *and across* a wide range of writing, identifying and discussing some themes and conventions in age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction. ➤ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <p>Poetry</p> <ul style="list-style-type: none"> ➤ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action and volume, using drama approaches with individual interpretation. ➤ Can confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks. <p>Debate</p> <ul style="list-style-type: none"> ➤ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say e.g. is able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p>

		<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>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
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Key Vocab	Genre Comic Magazine Leaflet Report Vocabulary Inference Prediction Explanation Retrievals Summarise Limerick* Myth* Tall Tale* Biography* Auto-biography* Fiction* Non-Fiction* Tengu Haiku Renga Text, prediction, inference, retrieval, summary, evidence, independent, information, fiction, non-fiction, dictionary, contents, facts, opinion, thesaurus Protagonist antagonist moral lesson similarities differences headings subheading bullet-points
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Science	<p>THE HUMAN BOODY</p> <p>HEARING: HOW THE EAR WORKS</p> <ul style="list-style-type: none"> • Sound as vibration • Outer ear, ear canal • Eardrum • Three tiny bones (hammer, anvil and stirrup) pass vibrations to the cochlea • Auditory nerve <p>SOUND</p> <p>Teachers: Through experimentation and observation, introduce children to some of the basic physical phenomena of sound, with associated vocabulary.</p> <ul style="list-style-type: none"> • Sound is caused by an object vibrating rapidly. • Sounds travel through solids, liquids and gases. • Sound waves are much slower than light waves. • Speed of sound: Concorde • Qualities of sound • Pitch: high or low, faster vibrations = higher pitch, slower vibrations = lower pitch • Intensity: loudness and quietness • Human voice • Larynx (voice box) • Vibrating vocal chords: longer, thicker vocal chords create lower, deeper voices • Sound and how the human ear works 	<ul style="list-style-type: none"> ➤ Ask relevant questions when prompted ➤ Set up simple and practical enquiries, comparative and fair tests ➤ Set up comparative tests ➤ Make systematic observations, using simple equipment ➤ Use standard units when taking measurements ➤ Record findings in various ways ➤ With prompting, suggest how findings may be tabulated ➤ With prompting, use various ways of recording, grouping and displaying evidence ➤ With prompting, suggest conclusions from enquiries ➤ Suggest how findings could be reported ➤ Gather and record data about similarities, differences and changes ➤ With prompting, suggest conclusions that can be drawn from data ➤ Suggest possible improvements or further questions to investigate ➤ Identify how sounds are made, associating some of them with something vibrating ➤ Recognise that vibrations from sounds travel through a medium to the ear ➤ Recognise that sounds get fainter as the distance from the sound source increases ➤ Find patterns between the pitch of a sound and features of the object that produced it ➤ Find patterns between the volume of a sound and the strength of the vibrations that produced it 	<ul style="list-style-type: none"> ➤ Ask relevant questions ➤ Plan different types of scientific enquiries to answer questions ➤ Set up simple and practical enquiries, comparative and fair tests ➤ Make systematic and careful observations using a range of equipment, including thermometers and data loggers ➤ Take accurate measurements using standard units, where appropriate ➤ Record findings using simple scientific language, drawings and labelled diagrams ➤ Record findings using keys, bar charts, and tables ➤ Gather, record, classify and present data in a variety of ways to help to answer questions ➤ Report on findings from enquiries, including oral and written explanations, of results and conclusions ➤ Report on findings from enquiries using displays or presentations ➤ Identify differences, similarities or changes related to simple scientific ideas and processes ➤ Use straightforward scientific evidence to answer questions or to support their findings ➤ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
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	<ul style="list-style-type: none"> Protecting your hearing SCIENCE BIOGRAPHIES <ul style="list-style-type: none"> Alexander Graham Bell (invented the telephone) 		
Key Vocab	Vibrations Sound wave Pitch Loud Quiet Larynx Vibration Outer ear Ear canal Eardrum Hammer, anvil, stirrup, cochlea, auditory nerve		

Year 3 / 4 A	Year ¾ Year B		
	Summer 1 st Half		
	Key Knowledge	Year 3 Skills	Year 4 Skills
History	THE RESTORATION: RELIGION Teachers: Demonstrate how connections between religion and politics continue to dominate in Britain, especially establishment hostility towards Catholics and dissenters. Continued divisions between Catholics and Protestants led to the following: JAMES II BECOMES KING IN 1685 <ul style="list-style-type: none"> James suspended parliament and it was never recalled Trial of seven opposing Bishops, including the Archbishop of Canterbury James' Catholic son, James Francis Edward Stuart, born in June 1688 Possibility of a Catholic monarchy becomes real 	<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. . Note connections, contrasts and trends over time. Address and devise historically valid questions about cause. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. 	<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. . Note connections, contrasts and trends over time. Address and devise historically valid questions about cause. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources.
	Catholic Protestant Monarchy		
Geog.	UK GEOGRAPHY Teachers: Pupils should study each region of the UK including: climate, landscape, resources, ecosystems, population distribution, people, cultural practices, economic activities, political status (Scotland, Wales and Northern Ireland) and places of interest. The aim is for pupils to develop their knowledge of the geography of the UK in more detail. The lists of regional geography are by no means extensive or final. They are included as examples of geographical knowledge that pupils might study. The regions covered in Years 4-6 can be taught in any order. In Year Four, teachers may like to begin with the region in which the school is located and then study a different region. The remaining regions should be taught in Years 5 and 6. SOUTH WEST <ul style="list-style-type: none"> Dorset, Wiltshire, Cornwall, Devon, Somerset For example: South Downs, Exmoor, Bodmin Moor, Dartmouth National Park, Lands End, dairy/sheep/arable farming, Stonehenge, Bristol, Exeter, Plymouth, Bath, Bournemouth, Great Western Railway, rural, coastline, wave erosion, tides, limestone/granite/chalk, caves (e.g. Cheddar Gorge) Monuments: Stonehenge, Tintagel Castle, Glastonbury Tor 	<ul style="list-style-type: none"> Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Describe and understand key aspects of human geography, including: types of settlement and land use. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Establish an understanding of the interaction between physical and human processes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	<ul style="list-style-type: none"> Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Establish an understanding of the interaction between physical and human processes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
	Coastline, The Gulf Stream, Atlantic Ocean, county arable land, land, pastoral land, Area of Outstanding Natural Beauty, moor, tourism.		
Art	None this term		
DT	CREATING A BASIC SHELL Create working birdhouse (Linking with Migration from Year ½) <ul style="list-style-type: none"> Using computer to create a basic net design for bird house prototype Work collaboratively to cut key pieces with accuracy Use taught joints to attach pieces together Research bird sizes and a circular saw drill bit to create the entrance 	<ul style="list-style-type: none"> Design he/she can generate and develop his/her ideas through discussion. Design he/she can design products that are functional and designed for purpose. Design he/she can create a cross sectional drawing of his/her design. Design he/she can use given shapes on a computer program to create a design. e.g. Use a computer-aided design program to create a net for packaging. Evaluate he/she can explain strengths and weaknesses of existing products. Evaluate he/she can evaluate his/her work against his/her own design criteria,. Evaluate he/she can discuss and describe well known designers and inventors and their work. 	<ul style="list-style-type: none"> Design he/she can generate and develop his/her ideas through discussion. Design he/she can design products that are functional and designed for purpose. Design he/she can create a cross sectional drawing of his/her design. Make he/she can create a shell or frame structure, strengthening with diagonal struts. Make he/she can cut slots. Make he/she can create simple joints with wood. e.g. Butt joint, dowel joint. Make he/she can use given sewing patterns or printing blocks to add detail to his/her designs. Make he/she can measure and mark a square section & dowelling to the nearest cm Make he/she can use a bradawl to mark hole positions

			<ul style="list-style-type: none"> ➤ Make he/she can use a hand drill to make tight holes and loose holes. ➤ Evaluate he/she can explain strengths and weaknesses of existing products. ➤ Evaluate he/she can evaluate his/her work against his/her own design criteria. 	
VOCAB	<ul style="list-style-type: none"> • Currently being re-written 			
Music	<p>ELEMENTS OF MUSIC</p> <p>A. ELEMENTS</p> <ul style="list-style-type: none"> • Recognise a steady beat, accents, and the downbeat; play a steady beat. • Move responsively to music. • Recognise short and long sounds. • Discriminate between fast and slow; gradually slowing down and getting faster. • Discriminate between differences in pitch: high and low. • Discriminate between loud and soft; gradually increasing and decreasing volume. • Understand that melody can move up and down. <p>B. COMPOSERS AND THEIR MUSIC</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"> • Peter Tchaikovsky, Suite from Swan Lake <p>THE ORCHESTRA</p> <ul style="list-style-type: none"> • Become familiar with woodwind instruments—flute and piccolo (no reeds), clarinet, oboe, bassoon • (with reeds)—and listen to: • Claude Debussy, Prelude to the Afternoon of a Faun (flute) • Opening of George Gershwin, Rhapsody in Blue (clarinet) • Jean Sibelius, The Swan Of Tuonela (cor anglais) 	<ul style="list-style-type: none"> ➤ Composing he/she can use his/her voice and copy a given scale. ➤ Performing he/she can sing expressively in time to the beat and rhythm. ➤ Performing he/she can perform given compositions/songs from memory. ➤ Performing he/she can take part in two-part songs. ➤ Performing he/she can take part in two-part harmonies. ➤ Performing he/she can perform as part of a group and individually to an audience. ➤ Listening and Context he/she can explain what they think a piece of music’s purpose could be. ➤ Songs to Learn: ‘Annie Laurie’ 	<ul style="list-style-type: none"> ➤ Composing he/she can use his/her voice and copy a given scale. ➤ Performing he/she can sing expressively in time to the beat and rhythm. ➤ Performing he/she can perform given compositions/songs from memory. ➤ Performing he/she can take part in two-part songs. ➤ Performing he/she can take part in two-part harmonies. ➤ Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music. ➤ Listening and Context he/she can explain what they think a piece of music’s purpose could be. 	
	Rhythm Melody Harmony Form Timbre Accents Beat Pitch Volume Round Refrain Verse Chorus Notes C Major			
Computing	<ul style="list-style-type: none"> ➤ We are co-authors ➤ We are respectful of digital rights and responsibilities 	<ul style="list-style-type: none"> ➤ The child can use digital technology safely and show respect for others when working online. ➤ The child can recognise unacceptable behaviour when using digital technology. ➤ Know who to talk to about concerns and inappropriate behaviour in school. 	<ul style="list-style-type: none"> ➤ The child can use and combine a range of programs on a computer. ➤ The child can design and create content on a computer in response to a given goal. ➤ The child can use a standard search engine to find information. ➤ The child can understand that search engines rank pages according to relevance. ➤ The child can demonstrate that they can act responsibly when using computers. ➤ The child can understand the difference between acceptable and unacceptable behaviours when using digital technology. ➤ Know who to talk to about concerns and inappropriate behaviour at home or in school. 	
RE	<ul style="list-style-type: none"> • Judaism - What is the best way for a Jew to show commitment to God? 	<ul style="list-style-type: none"> • Do religious people lead better lives? • Is religion the most important influence and inspiration in everyone’s life? • Does participating in worship help people to feel closer to God or their faith community? 	<ul style="list-style-type: none"> • Do religious people lead better lives? • Is religion the most important influence and inspiration in everyone’s life? • Does participating in worship help people to feel closer to God or their faith community? 	
PE	<ul style="list-style-type: none"> • Year 3: Cricket/OAA • Year 3/4: Athletics/Cricket • Year 4: Athletics/OAA 	<ul style="list-style-type: none"> • Cricket - Year 3/4 unit • To develop overarm throwing and catching • To develop underarm bowling • To learn how to grip the bat and develop batting technique • To develop the batting technique • To be able to field a ball using a two handed pick up and a short barrier • To develop overarm bowling technique • To be able to play the role of bowler, batter, wicket keeper and fielder in a game • To play apply skills learnt to mini cricket • 	<ul style="list-style-type: none"> • OAA - Year 3/4 unit • To develop cooperation and teamwork skills • To work effectively with a partner • To develop communication skills • To develop trust and team work • To be able to follow and give instructions • To work effectively in small groups • To develop planning and problem solving skills • To work positively towards a team goal • To involve all team members in an activity • To develop trust and accept support • To be able to listen to others and follow instructions • To develop map reading 	<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"> To be able to identify objects on a map To be able to draw and follow a simple map <ul style="list-style-type: none"> be able to navigate around a grid To draw a route using directions To be able to orientate a map 	
MFL	<ul style="list-style-type: none"> Les quatre amis (The four friends) (Y3 & 3/4) Vive le sport! (Our sporting lives) (Y4) 	<ul style="list-style-type: none"> S & L - can listen to and respond to simple rhymes, stories and songs. S & L - can recognise and respond to sound patterns and words. S & L - can respond to topic related questions with a simple answer. S & L - can understand instructions, everyday classroom language and praise words. S & L - can memorise and present a short spoken text. S & L - can use short phrases to express R - can understand short texts and dialogues, made up of familiar language, printed in books or word processed. R - can read aloud a familiar sentence, rhyme or poem. R - can use a bilingual dictionary or glossary to look up new words W - can write words and short phrases from memory with comprehensible spelling 	<ul style="list-style-type: none"> S & L - can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. S & L - can identify and note the main points of a short spoken passage. S & L - can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements. S & L - can use generally accurate pronunciation when R - aloud or using familiar words or phrases. R - can use sounds to help identify written words. personal responses for example, likes, dislikes and feelings. W - can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts. W - is beginning to use his/her knowledge of grammar to adapt and substitute single words and phrases in written work
PHSE	<ul style="list-style-type: none"> Safeguarding/Online Safety: We are respectful of digital rights and responsibilities British/Go-givers: The Queen : A Life of Giving (April 22nd) (Links to the Restoration) British/Parliament: Debating Pack Environment/Go-giver: The Value of Trees (Links with Poetry) Safeguarding/RNLI: Fly the Flag (Links with Union Jack & SRE) Safeguarding/Sun Safety: George and the Sun Safe Superstar1 	To be added	