






Year 3 / 4 Year B			
Summer 2nd Half			
Key Content	Year 3 Skills	Year 4 Skills	
<p><b>Writing</b></p>	<p><b>BIOGRAPHY</b> Copernicus, Galilei, Herschel and Newton</p> <ul style="list-style-type: none"> <li>Describe and discuss the life of a real person</li> <li>Information is based on fact</li> <li>Formal Style of writing</li> <li>Follows a chronology of Introduction, Early life, Education/Career, Most Notable Achievement Death/Current Life, Conclusion</li> <li>Incidents highlight positive a negative effect</li> <li>Inclusion of bracketed dates and colons to introduce the paragraph with a sub-heading</li> </ul> <p><b>NARRATIVE</b> (Science Fiction)</p> <ul style="list-style-type: none"> <li>The setting is often a time in the future so may use structures that play with the time sequence, such as flashbacks and time travel.</li> <li>Science Fiction typically includes detail about the way that people might live in the future, predicting in a creative and imaginative way how technology might advance.</li> <li>The plot usually includes adventure so action is fast-moving.</li> <li>Where futuristic characters are created, dialogue may use unusual forms and vocabulary, or even alternative languages.</li> <li>Description is important to convey imagined settings, technology, processes and characters.</li> </ul> <p><b>NON-CHRONOLOGICAL</b> linked to the planets</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> <li>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</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 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: explain, describe, opening, general classification, technical classification (optional), description, qualities, conclusion , present tense, general, specific, formal language</b></p> <p><b>Biography: formal language, compound and complex sentences, conjunctions, past tense chronological order, early life, adulthood, legacy, setbacks, dates, facts, orientation and reorientation.</b></p> <p><b>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</b></p>			
<p><b>GPS</b></p>	<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> <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> </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>▶ 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; 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>
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 (ISPACED), expanded noun phrase</p>		
Maths	<ul style="list-style-type: none"> <li>• Measurement: conversions and problem solving (continued from Summer 1)</li> <li>• Geometry: 2D and 3D shapes</li> <li>• Geometry: position and direction</li> <li>• Consolidation of calculation and application of these to problems</li> </ul>	<p><b>Unit: Measurement (Unit started in Summer 1)</b></p> <ul style="list-style-type: none"> <li>▶ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>▶ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>▶ 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)</li> </ul> <p><b>Unit: Geometry</b></p> <ul style="list-style-type: none"> <li>▶ draw 2-D shapes and make 3-D shapes using modelling materials</li> <li>▶ recognise 3-D shapes in different orientations and describe them</li> <li>▶ Mark a given square on a grid, e.g. A3</li> <li>▶ Continue to recognise and devise patterns and sequences in shapes</li> <li>▶ Give and follow multi-step instructions in own environment</li> </ul> <p><b>Unit: Consolidation of calculation and application through problems</b></p> <ul style="list-style-type: none"> <li>▶ Consolidation of calculation strategies and application to problems (including fractions)</li> </ul> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>▶ Recall multiples of 8 up to 12x8 in any order, including missing numbers and related division facts fluently.</li> </ul>	<p><b>Unit: Measurement (Unit started in Summer 1)</b></p> <ul style="list-style-type: none"> <li>▶ 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)</li> <li>▶ 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)</li> <li>▶ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why (focus on measurement)</li> </ul> <p><b>Unit: Geometry</b></p> <ul style="list-style-type: none"> <li>▶ identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>▶ 3D shapes</li> <li>▶ complete a simple symmetric figure with respect to a specific line of symmetry</li> <li>▶ describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>▶ describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>▶ Plot specified points and draw sides to complete a given polygon</li> </ul> <p><b>Unit: Consolidation of calculation and application through problems</b></p> <ul style="list-style-type: none"> <li>▶ Consolidation of calculation strategies and application to problems (including fractions)</li> </ul> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>▶ Recall multiples of 9 in any order, including missing numbers and related division facts fluently.</li> <li>▶ Recall multiples of 12 in any order, including missing numbers and related division facts with growing fluency (using 10x and adjusting by adding 2 more groups).</li> </ul>
Key Vocab	<p>Year 3: <b>Unit 1:</b> 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 <b>Unit 2:</b> compass point, north, south, east, west, N,S,E,W, hemisphere, prism, triangular prism, two dimensional, three dimensional, pattern, sequence, face, edge, vertex, vertices, cube, pyramid sphere, cone</p> <p>Year 4: <b>Unit 1:</b> 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 <b>Unit 2:</b> north-east, north-west, south-east, south-west, NE, NW, SE, SW, translate, translation, rotate, rotation, three- dimensional, spherical, cylindrical, tetrahedron, polyhedron , two dimensional, oblong, rectilinear, equilateral triangle, isosceles triangle, scalene triangle, heptagon, parallelogram, rhombus, trapezium, polygon</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><b>Key Poems:</b></p> <ul style="list-style-type: none"> <li>Catch a little rhyme by Eve Merriall;</li> <li>Colonel Fazackerley by Charles Causely;</li> <li>For want of a nail by Mary Robinette Kowal</li> </ul> <p><b>Key Text :</b></p> <ul style="list-style-type: none"> <li>The Hunting of the Great Bear (North American Creation); Who is Sir Francis Drake?</li> <li>William Tell</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>A stitch in time saves nine.</li> <li>The writing is on the wall</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> <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</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, 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; 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.</li> </ul> <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>
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		<p>the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary</p> <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>	
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>ASTRONOMY</b></p> <ul style="list-style-type: none"> <li>• The 'Big Bang' as one theory</li> <li>• The universe: an extent almost beyond imagining</li> <li>• Galaxies: Milky Way and Andromeda</li> <li>• Our solar system</li> <li>• Sun: source of energy (heat and light)</li> <li>• The nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto [Note that, in 2006, Pluto was classified as a dwarf planet]</li> <li>• Planetary motion: orbit and rotation</li> <li>• How day and night on Earth are caused by the Earth's rotation</li> <li>• Sunrise in the east and sunset in the west</li> <li>• How the seasons are caused by the Earth's orbit around the sun, tilt of the Earth's axis</li> <li>• Gravity, gravitational pull</li> <li>• Gravitational pull of the moon (and to a lesser degree, the sun) causes ocean tides on Earth</li> <li>• Gravitational pull of 'black holes' prevents light from escaping</li> <li>• Asteroids, meteors ('shooting stars'), comets, Halley's Comet</li> <li>• How an eclipse happens</li> <li>• Stars and constellations</li> <li>• Orienteering (finding your way) by using North Star, Big Dipper</li> <li>• Exploration of space, Observation through telescopes</li> <li>• Rockets and satellites: from unmanned flights</li> <li>• Apollo 11, first landing on the moon: 'One small step for a man, one giant leap for mankind'</li> </ul> <p><b>Biographies:</b></p> <ul style="list-style-type: none"> <li>• Copernicus (had new sun-centred idea about the solar system)</li> <li>• Galileo Galilei ('Father of modern science', provided scientific support for Copernicus's theory)</li> <li>• Caroline Herschel (German-British astronomer, discovered several comets, worked with brother William)</li> <li>• Isaac Newton (English physicist, mathematician, astronomer, natural philosopher and alchemist)</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> </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> <li>➤ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>➤ Describe the movement of the Moon relative to the Earth</li> <li>➤ Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>➤ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> <li>➤ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> </ul>
Key Vocab			

Year 3 / 4 A	Year 3 / 4 Year B		
	Summer 2nd Half		
	Key Knowledge	Year 3 Skills	Year 4 Skills
History	<p><b>THE GLORIOUS REVOLUTION AND THE BILL OF RIGHTS [Builds on Year 1 History and Geography]</b></p> <p>Teachers: Explain the importance of the real restrictions that were placed on the power of the monarch. Introduce the idea, supported by some at the time, that political power is based on the consent of the people</p> <p><b>A. GLORIOUS REVOLUTION</b></p> <ul style="list-style-type: none"> <li>William of Orange; Protestant opponent of Catholicism</li> <li>The invitation to invade</li> <li>James fled to France</li> <li>William and Mary crowned joint monarchs</li> </ul> <p><b>B. BILL OF RIGHTS</b></p> <ul style="list-style-type: none"> <li>The Bill passed in December 1689</li> <li>No taxation without parliamentary consent</li> <li>No standing army during peacetime</li> <li>Free and fair elections</li> </ul>	<ul style="list-style-type: none"> <li>Establish clear narratives within and across the periods they study. 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>Note connections, contrasts and trends over time.</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. 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>Note connections, contrasts and trends over time.</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>
Revolution Overthrow Invasion Taxation armada empire Bank Of England			
Geog.	<p><b>UK GEOGRAPHY</b></p> <p>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.</p> <p><b>III. NORTHERN IRELAND</b></p> <ul style="list-style-type: none"> <li>Part of the UK, separate from the Republic of Ireland</li> <li>(Ring of Gullion), peat bogs, Giant's Causeway, Glens, Belfast, Londonderry, Gaelic, ship building, farmland, dairy</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</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 of the United Kingdom.</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>Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</li> <li>Establish an understanding of the interaction between physical and human processes.</li> </ul>
Ulster Belfast Londonderry Republic Partition Giant's Causeway Unionists Nationalists			
Art	<p><b>SPACE IN ARTWORKS</b></p> <ul style="list-style-type: none"> <li>Understand the following terms: two-dimensional (height, width), and three-dimensional (height, width, depth). [Note: perspective will be considered in Year 6.]</li> <li>Observe the relationship between two-dimensional and three-dimensional shapes: square to cube,</li> <li>triangle to pyramid, circle to sphere and cylinder.</li> <li>Observe how artists can make what they depict look three-dimensional, despite working in two dimensions, by creating an illusion of depth. Also examine the foreground, middle ground, and background in paintings, including:</li> <li>Pieter Bruegel the Younger, The Peasant Wedding, 1620 (National Gallery of Ireland, Dublin)</li> <li>Jean-François Millet, The Gleaners, 1857 (Musée d'Orsay, Paris)</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>Drawing he/she can use different types of lead pencil to scribble, shade (hatch &amp; cross hatch), dot, dash, circle, spiral.</li> <li>Drawing With pen, he/she can make a variety of lines free-flowing, sweeping, broken, faint &amp; hard.</li> <li>Drawing he/she can work with a variety of pen types.</li> <li>Art in Context/History he/she can create images in the style of an artist from 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>Drawing he/she can use different types of lead pencil to scribble, shade (hatch &amp; cross hatch), dot, dash, circle, spiral.</li> <li>Drawing With pen, he/she can make a variety of lines free-flowing, sweeping, broken, faint &amp; hard.</li> <li>Drawing he/she can work with a variety of pen types.</li> <li>Art in Context/History he/she can create images in the style of an artist from history.</li> </ul>
two-dimensional height width three-dimensional depth perspective horizon cube sphere cylinder shading dot spiral cross-hatch pressure smudging			

DT	<b>CREATE A ROCKET COUNTDOWN</b> <ul style="list-style-type: none"> <li>Use programmable LED display to program lights in order to signal a 9-0 count down</li> <li>Create a frame that can hold the LED display in order for it to be visible from a distance</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>Design he/she can create a cross sectional drawing of his/her design.</li> <li>Make he/she can use a computer program to create a sequence to produce a repeating pattern. e.g. A light flashing on and off.</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>Evaluate he/she can discuss and describe well known designers and inventors and their work.</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>Design he/she can create a cross sectional drawing of his/her design.</li> <li>Make he/she can cut slots.</li> <li>Make he/she can create simple joins with wood. e.g. Butt joint, dowel joint.</li> <li>Make he/she can include a simple electrical circuit in his/her product that produces one outcome e.g. Light or sound.</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> </ul>	
VOCAB	Currently being re-written			
Music	<b>NOTATION</b> Review the following notation using Glockenspiel Charanga Unit Three: Three Little Birds (Reggae Music) understand the following notation <ul style="list-style-type: none"> <li>Bar line, dividing the staff into measures</li> </ul>  <ul style="list-style-type: none"> <li>Quaver: the length of half a crotchet </li> <li>Time signature: 4/4 quadruple time, as in four crotchet beats </li> <li>Time signature: 2/4 duple time, as in two crotchet beats </li> <li>Time signature: 3/4 triple time, as in three crotchet beats </li> <li>Soft: <i>p</i></li> <li>Very soft: <i>pp</i></li> <li>Loud: <i>f</i></li> <li>Very loud: <i>ff</i></li> </ul> <b>COMPOSERS AND THEIR MUSIC</b> Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works: <ul style="list-style-type: none"> <li>Gustav Holst, Mars, Jupiter and Neptune from The Planets Suite</li> </ul> <b>MUSICAL CONNECTIONS</b> Teachers: Introduce children to the following in connection with topics in other disciplines: <ul style="list-style-type: none"> <li>Nikolai Rimsky-Korsakov, part one: The Sea and Sinbad's Ship from Scheherazade,</li> </ul>	<ul style="list-style-type: none"> <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: 'Cockles and Mussels'</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>Performing he/she can perform simple rhythmic and melodic patterns on an instrument to accompany a song.</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: Blogging: Children to create presentation on notebook using screen cast to narrate.</li> <li>Online Safety: We are careful when talking to virtual friends</li> </ul>	<ul style="list-style-type: none"> <li>The child can use a range of programs on a computer.</li> <li>The child can design and create content on a computer.</li> <li>The child can search for information within a single site.</li> <li>The child can understand that search engines select pages according to keywords found in the content.</li> <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> <li>The child can decide whether a web page is relevant for a given purpose or question.</li> </ul>	<ul style="list-style-type: none"> <li>The child can demonstrate that they can act responsibly when using computers.</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> <li>The child can decide whether digital content is relevant for a given purpose or question.</li> </ul>	
RE	Christianity - Do people need to go to church to show they are Christians?	Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?		
PE	<ul style="list-style-type: none"> <li>Year 3: Athletics/Tennis</li> </ul>	<ul style="list-style-type: none"> <li>Cricket - Year 3/4 unit To develop</li> </ul>	<ul style="list-style-type: none"> <li>OAA - Year 3/4 unit</li> <li>Athletics – Year 3 unit</li> <li>Tennis - Year 3 unit</li> </ul>	<ul style="list-style-type: none"> <li>Dance - Year 3 unit</li> <li>Netball - Year 3/4 unit</li> </ul>

	<ul style="list-style-type: none"> <li>Year 3/4: Athletics/Cricket</li> <li>Year 4: Netball/Cricket</li> </ul>	<ul style="list-style-type: none"> <li>overarm throwing and catching</li> <li>To develop underarm bowling</li> <li>To learn how to grip the bat and develop batting technique</li> <li>To develop the batting technique</li> <li>To be able to field a ball using a two handed pick up and a short barrier</li> <li>To develop overarm bowling technique</li> <li>To be able to play the role of bowler, batter, wicket keeper and fielder in a game</li> <li>To play apply skills learnt to mini cricket</li> </ul>	<ul style="list-style-type: none"> <li>To develop cooperation and teamwork skills</li> <li>To work effectively with a partner</li> <li>To develop communication skills</li> <li>To develop trust and team work</li> <li>To be able to follow and give instructions</li> <li>To work effectively in small groups</li> <li>To develop planning and problem solving skills</li> <li>To work positively towards a team goal</li> <li>To involve all team members in an activity</li> <li>To develop trust and accept support</li> <li>To be able to listen to others and follow instructions</li> <li>To develop map reading</li> <li>To be able to identify objects on a map</li> <li>To be able to draw and follow a simple map</li> <li>be able to navigate around a grid</li> <li>To draw a route using directions</li> <li>To be able to orientate a map</li> </ul>	<ul style="list-style-type: none"> <li>To develop the sprinting technique and improve on your personal best</li> <li>To develop changeover in relay events</li> <li>To develop fluency and rhythm when running over obstacles</li> <li>To develop jumping technique in a range of approaches and take off positions</li> <li>To develop jumping for height and safety on landing</li> <li>To develop throwing for distance and accuracy</li> <li>To develop throwing for distance in a pull throw</li> <li>To develop officiating and performing skills</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use the ready position</li> <li>To develop ball control and movement skills</li> <li>To develop racket and ball control</li> <li>To develop returning the ball using a forehand groundstroke</li> <li>To be able to rally using a forehand</li> <li>To develop the two handed backhand</li> <li>To learn how to score</li> <li>To be able to play against an opponent</li> <li>To work collaboratively with a partner to compete against others</li> </ul>	<ul style="list-style-type: none"> <li>To create actions in response to a stimulus and move in unison with a partner</li> <li>To create actions to move in contact with a partner or interact with a partner</li> <li>To understand how dynamics affect the actions performed</li> <li>To be able to select and use actions to represent an idea</li> <li>To work with a partner to choose actions that relate to an idea</li> <li>To remember and repeat actions</li> <li>To use dynamics to clearly show different phrases</li> <li>To choose actions which relate to the idea</li> <li>To use space and timing to make my work look interesting</li> <li>To understand and use formations</li> <li>To choose poses which relate to the stimulus</li> <li>To use transitions and changes of timing to move into and out of shapes</li> </ul>	<ul style="list-style-type: none"> <li>To develop ball handling skills</li> <li>To practise throwing and catching</li> <li>To develop passing and moving</li> <li>To be able to play within the footwork rule</li> <li>To develop passing and moving towards a goal</li> <li>To be able to lose a defender</li> <li>To be able defend an opponent and try to win the ball</li> <li>To develop the shooting action</li> <li>To play small sided games using netball rules</li> <li>To learn the positions of High 5 Netball and where each is allowed to go</li> </ul>
MFL	<ul style="list-style-type: none"> <li>Ça pousse! (Growing things) (Year 3 &amp; ¼)</li> <li>Quel temps fait-il? (What's the weather like?) (Year 4)</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>				
PHSE	<ul style="list-style-type: none"> <li>Safeguarding/Online Safety: We are careful when talking to virtual friends</li> <li>British/Schools Out: Pride Flags &amp; Stonewall's 'Same Love, Different Families' (Links with earlier flag work)</li> </ul> <p><b>Sex and Relationship Overview</b></p> <ul style="list-style-type: none"> <li>My body - how it changes My Feelings and understanding how these affect me</li> <li>Lifecycles – how a male and female are needed to make a baby Keeping Safe and looking after myself – private areas and people who I can trust</li> <li>Where can I find information about growing up?</li> </ul>	To be added					