

Year 3 / 4 Year A			
Autumn Term 1 <sup>st</sup> Half			
Key Content	Year 3 Skills	Year 4 Skills	
<p>Writing</p>	<p><b>CONTEMPORARY NARRATIVE Personal Narrative (Based on a holiday experience)</b></p> <ul style="list-style-type: none"> <li>Write a familiar story that includes setting(s), character(s), dialogue and, if appropriate, several events, using temporal words and phrases to indicate the chronology of events.</li> <li>Write a personal narrative.</li> <li>Create a title and an ending that are relevant to the narrative.</li> <li>Dialogue plays an important part in the characterisation.</li> <li>Characters tend to use language familiar to children.</li> <li>Contemporary language features include the informal dialogue children use themselves, as well as familiar phrases from adults at home and school (Don't let me tell you again!)</li> </ul> <p><b>NARRATIVE LEGEND (Character and Setting focus)</b></p> <ul style="list-style-type: none"> <li>Structure is usually chronological, with one episode told after another, for example as the phases of a journey or the stages of an ongoing battle.</li> <li>Some legends tell the whole life story of their hero as a series of linked episodes; each one may be a story in its own right</li> <li>Language features are very similar to those of myths:             <ul style="list-style-type: none"> <li>- rich, evocative vocabulary;</li> <li>- magical or exaggerated abilities</li> <li>- use of simile</li> </ul> </li> </ul> <p><b>NON-CHRONOLOGICAL REPORT</b></p> <ul style="list-style-type: none"> <li>Often written in the third person and present tense. 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 (My dog Ben).</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 so imagery is not heavily used.</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>Vocab</p>	<p>Grammar: Year 3 Subject, object, determiner, preposition, conjunction, word family, prefix, main clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p> <p>Year 4: Pronoun, possessive pronoun, adverbial, clause, main clause, subordinate clause</p> <p>Non-chronological Report: explain, describe, opening, general classification, technical classification (optional), description, qualities, conclusion, present tense, general, specific, formal language</p> <p>Narrative: quest, entertain, opening, setting characters, build up, complication resolution and ending 'cliff-hangers', first/third person, past tense, chronological, conjunctions that signal time, dialogue, time shifts, conjunctions that shift attention, adjectives, precise nouns, expressive verbs, similes,</p>		
<p>GPS</p>	<ul style="list-style-type: none"> <li><b>Spelling taught from Year 3 and 4 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list</b></li> <li><b>Handwriting taught using Collins Guide as per handwriting policy.</b></li> <li><b>Grammar directed by English Appendix 2</b></li> </ul>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Form nouns using prefixes: use a range of prefixes to generate new nouns, (super-, anti-) and use them appropriately in their independent writing.</li> <li>Word families based on common words (solve, solution, dissolve, insoluble), recognising related words from the same word family and usually deduces the meaning of related words correctly</li> </ul> <p><b>GRAMMAR</b> - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing</li> </ul>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Form nouns using prefixes (super-, anti-), using them appropriately in their independent writing and explaining their meaning.</li> <li>Word families based on common words (solve, solution, dissolve, insoluble), grouping words into families according to form and meaning. They can spot the common root words grouped by form.</li> </ul> <p><b>GRAMMAR</b> - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in a wide range of writing</li> <li>use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences</li> </ul>

		<ul style="list-style-type: none"> <li>➤ extending the range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing</li> <li>➤ using conjunctions, adverbs and prepositions to express time and cause applying the new learning across a range of independent writing</li> <li>➤ using the present perfect form of verbs in contrast to the past tense and applying this across a range of independent writing</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>➤ Understands when to use the correct form of ‘a’ or ‘an’</li> <li>➤ Inverted commas consistently used to punctuate direct speech</li> </ul> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>➤ Spell further homophones e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break.</li> <li>➤ Spell some of the words that are often misspelt (3/4 word list in English Appendix 1)</li> <li>➤ Place the possessive apostrophe accurately in words with regular plurals: e.g. girls’, boys’ and in words with irregular plurals: e.g. children’s</li> <li>➤ Use further prefixes and understand how to add them (English Appendix 1) e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity.</li> <li>➤ Use further suffixes and understand how to add them (English Appendix 1), understanding when to double the final consonant in the root word e.g. hoping, hopping</li> <li>➤ Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>➤ using a wide range of conjunctions, adverbs verbs (ing/ed) and prepositions to express time and cause applying the new learning across a range of independent writing to achieve better cohesion</li> <li>➤ consistently using the present perfect form of verbs in contrast to the past tense within their own writing and can explain the reasons behind this choice.</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>➤ Consistently accurate in the use the correct form of ‘a’ or ‘an’</li> <li>➤ Use of inverted commas and other punctuation to indicate direct speech;</li> <li>➤ apostrophes to mark plural possession;</li> <li>➤ use of commas after fronted adverbials</li> </ul> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>➤ Spell further homophones e.g. whose/who’s, peace/piece, whether/weather,</li> <li>➤ Spell most of the words that are often misspelt (3/4 word list in English Appendix 1)</li> <li>➤ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals, spotting and correcting errors in own and others’ writing.</li> <li>➤ Use further prefixes and understand how to add them (English Appendix 1), explain the meaning of most prefixes: e.g. mis-, sub-, il-, im-, ir-, re-, sub-.</li> <li>➤ Use further suffixes and understand how to add them (English Appendix 1) understanding when to double the final consonant in the root word and consistently spotting this in their own work.</li> <li>➤ Use the first two or three letters of a word to check its spelling in a dictionary with pace to ensure the efficient checking of their own writing</li> </ul>
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>• Numbers and the number system:</li> <li>• Place value</li> <li>• Addition and subtraction</li> <li>• Rounding</li> <li>• Ordering</li> <li>• Simple problem solving</li> <li>• Times tables</li> </ul>	<p><b>Unit: Reasoning with number</b></p> <ul style="list-style-type: none"> <li>➤ recognise the place value of each digit (hundreds, tens, ones)</li> <li>➤ Count on or back in single-digit steps or multiples of 10 from any given number.</li> <li>➤ Count on or back in steps of 10, 50 or 100 from any given number.</li> <li>➤ compare and order 3 digit numbers up to 1000</li> <li>➤ read and write numbers up to 1000 in numerals and in words</li> <li>➤ find 10 and 100 more or less than a given number</li> <li>➤ identify, represent and estimate numbers using different representations, including the number line and partitioning in different ways</li> <li>➤ count from 0 in multiples of 4, 8, 50 and 100</li> <li>➤ using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>➤ Round two and three digit whole numbers to the nearest 10</li> <li>➤ solve number problems and practical problems involving these ideas</li> </ul> <p><b>Unit: Problem solving with addition and subtraction</b></p> <ul style="list-style-type: none"> <li>➤ add and subtract two-digit numbers mentally</li> <li>➤ add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds</li> <li>➤ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>➤ estimate the answer to a calculation and use inverse operations to check answers</li> <li>➤ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>➤ Count in multiples of 3 to 12x3 in order from 0 fluently</li> </ul>	<p><b>Unit: Reasoning with number</b></p> <ul style="list-style-type: none"> <li>➤ find 1000 more or less than a given number</li> <li>➤ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>➤ Recognise odd and even numbers to at least 1000.</li> <li>➤ order and compare numbers beyond 1000 (up to 10 000)</li> <li>➤ solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>➤ round any number to the nearest 10, 100 or 1000</li> <li>➤ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</li> <li>➤ count in multiples of 6, 7, 9, 25 and 1000</li> <li>➤ identify, represent and estimate numbers using different representations</li> <li>➤ Count backwards through zero including negative numbers</li> </ul> <p><b>Unit: Problem solving with addition and subtraction</b></p> <ul style="list-style-type: none"> <li>➤ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>➤ estimate and use inverse operations to check answers to a calculation</li> <li>➤ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>➤ Recall multiples of 3,4 and 8 up to 12x in any order, including missing numbers and related division facts fluently.</li> <li>➤ Fluently count in 6’s in order up to 12x6, using multiples of 3 to support.</li> </ul>
Key Vocab	<p>Year 3: Unit 1: ones, tens, hundreds, digit, compare, order, greater than, less than, equal to, <b>equivalent to</b>, place, place value, represents, exchange, <b>count on in eights, fifties, to hundreds...factor of, multiples, relationship</b>, Roman numerals, rounding, partition, estimate, estimation, numerals, approximate, round up, round down, nearest Unit 2: Addition, add, make, sum, total, altogether, increase, more, plus, subtract, difference, minus, less, decrease, take away, equals, is the same as, <b>inverse, tens/hundreds boundary</b>, exchange, missing number, near double, half, halve, Year 4: Unit 1: ones, tens, hundreds, thousands, digit, compare, order, greater than, less than, equal to, equivalent to, place, place value, represents, exchange, count on in, factor of, multiples, relationship,</p> <p>Roman numerals, rounding, partition, estimate, estimation, numerals, approximate, round up, round down, nearest ten, <b>thousand, hundred thousand, million, next, consecutive, integer, positive, negative, above/below zero , minus, negative numbers</b> Unit 2: Addition, add, make, sum, total, altogether, increase, more, plus, subtract, difference, minus, less, decrease, take away, equals, is the same as, inverse, tens/hundreds boundary, exchange, missing number, near double, half, halve</p>		

<p><b>Reading</b></p>	<p>Pupils should be demonstrating ever-increasing code knowledge and fluency in their independent reading, allowing them to focus more intently on the meaning of what they are reading.</p> <p>In Year 4 pupils should be independently reading and comprehending longer works of fiction ('chapter books') and non-fiction.</p> <p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>• Alice in Wonderland (Lewis Carroll)</li> <li>• The Legend King Arthur</li> </ul> <p><b>Key Poems:</b></p> <ul style="list-style-type: none"> <li>• Father William (From Alice in Wonderland) – Lewis Carrol;</li> <li>• Topsy-Turvy World – William Brighty Rands (Victorian Link);</li> <li>• The Crocodile – Lewis Carroll;</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>• Actions speak louder than words.</li> <li>• His bark is worse than his bite.</li> <li>• Beat around the bush</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></p> <p><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></p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><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> </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></p> <p><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></p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><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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		<ul style="list-style-type: none"> <li>Identifying how language, structure, and presentation contribute to meaning and help the reader draw meaning from the text: e.g. recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction, recording information in a form that can be easily retrieved: e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L).</li> </ul> <p><b>Summarise:</b></p> <ul style="list-style-type: none"> <li>Identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text</li> </ul>	
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>ECOLOGY</b></p> <p>Teachers: Some topics here, such as habitats, were introduced in Year One. In this year, these topics will be covered in more detail and new areas will be studied.</p> <ul style="list-style-type: none"> <li>Habitats, interdependence of organisms and their environment</li> <li>The concept of a 'balance of nature' (constantly changing, not a static condition)</li> <li>The food chain: producers, consumers, decomposers</li> <li>Ecosystems: how they can be affected by changes in environment (for example, rainfall, food supply, etc.) and by man-made changes</li> <li>Fossils and how they can tell us about the environment long ago</li> <li>Man-made threats to the environment</li> <li>Air pollution: emissions, smog</li> <li>Water pollution: industrial waste, run-off from farming</li> <li>Measures we can take to protect the environment (for example, conservation, recycling)</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions when prompted</li> <li>Set up simple and practical enquiries, comparative and fair tests</li> <li>Set up comparative tests</li> <li>Make systematic observations, using simple equipment</li> <li>Use standard units when taking measurements</li> <li>Record findings in various ways</li> <li>With prompting, suggest how findings may be tabulated</li> <li>With prompting, use various ways of recording, grouping and displaying evidence</li> <li>With prompting, suggest conclusions from enquiries</li> <li>Suggest how findings could be reported</li> <li>Gather and record data about similarities, differences and changes</li> <li>With prompting, suggest conclusions that can be drawn from data</li> <li>Suggest possible improvements or further questions to investigate</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions</li> <li>Plan different types of scientific enquiries to answer questions</li> <li>Set up simple and practical enquiries, comparative and fair tests</li> <li>Make systematic and careful observations using a range of equipment, including thermometers and data loggers</li> <li>Take accurate measurements using standard units, where appropriate</li> <li>Record findings using simple scientific language, drawings and labelled diagrams</li> <li>Record findings using keys, bar charts, and tables</li> <li>Gather, record, classify and present data in a variety of ways to help to answer questions</li> <li>Report on findings from enquiries, including oral and written explanations, of results and conclusions</li> <li>Report on findings from enquiries using displays or presentations</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>Use straightforward scientific evidence to answer questions or to support their findings</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>
Key Vocab	Habitats Interdependence Environment Organism Food chain Producers Consumers Decomposers Prey Predator Eco System Pollution Emissions Recycling Conservation Smog		

Year 3/4 A	Year 3 / 4 Year A		
	Autumn Term 1 <sup>st</sup> Half		
	Key Knowledge	Year 3 Skills	Year 4 Skills
History	<p><b>BRITISH HISTORY</b></p> <p><b>I. JAMES I AND JAMES VI (1567-1625)</b></p> <p>Teachers: Important aspects to emphasise include the origins of the Civil War, the importance of the union of crowns between England and Scotland, and the growth of trade and global exploration to connect to the growth of the British Empire in later years.</p> <p><b>MONARCHS OF THE HOUSE OF STUART</b></p> <p><b>THE UNION OF THE CROWNS</b></p> <ul style="list-style-type: none"> <li>King of Scots as James VI from 1567</li> <li>King of England and Ireland as James I from the union of the English and Scottish crowns on 24 March, 1603</li> <li>Belief in the Divine Right of Kings</li> <li>Gunpowder Plot, 1605</li> <li>Parliament unwilling to grant the King money; dissolved by the King</li> </ul> <p><b>II. CHARLES I AND THE ORIGINS OF THE CIVIL WAR (1625-1642)</b></p> <p>(Builds on Year 1 British History and Geography)</p> <p>Teachers: Demonstrate how the causes of the Civil War connect religion and politics together. The cost of financing war was again a significant cause of political conflict and popular unrest.</p> <p>A. <b>ORIGINS OF CIVIL WAR IN THE REIGN OF CHARLES I</b></p>	<ul style="list-style-type: none"> <li>Establish clear narratives within and across the periods they study.</li> <li>Understand overview and depth.</li> <li>Develop chronologically secure knowledge and understanding of British, local and world history.</li> <li>Address and devise historically valid questions about change, similarity and difference.</li> <li>Address and devise historically valid questions about cause.</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>Address and devise historically valid questions about cause.</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>Charles I came to the thrones of England and Scotland in 1625</li> <li>Believed in the Divine Right of Kings</li> <li>Charles taxed without parliamentary consent</li> <li>'Eleven Years tyranny' or 'Charles' Personal Rule'; did not call parliament.</li> </ul>		
	Divine right of kings Plot Gunpowder Plot Union of the crowns Monteagle letter Treason Restoration Commonwealth		
Geog.	<b>WORLD HISTORY AND GEOGRAPHY</b> <b>I. SPATIAL SENSE</b> <ul style="list-style-type: none"> <li>Draw maps of the local area using symbols and a key. For example, have pupils draw a map of their route to school.</li> <li>Use the points of the compass: north, south, east, and west.</li> <li>Review scale and discuss how they will show this on their maps.</li> <li>Identify changes to a locality over time, sequence of change, and spread or growth. For example, study aerial photographs of a local place taken in different years.</li> <li>Use an atlas and online resources to find geographical information.</li> <li>On a globe, identify the tropics of Cancer and Capricorn and understand their significance.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, focusing on Europe and North and South America</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</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> <li>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local are</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, focusing on Europe and North and South America</li> <li>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> <li>Deepen an understanding of the interaction between physical and human processes.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local are</li> </ul>
	Lines of latitude Lines of Longitude Equator Prime Meridian tropics of Cancer and Capricorn		
Art	<b>MONUMENTS OF THE STUARTS</b> [Cross-curricular links with Year 4 World History] <ul style="list-style-type: none"> <li>Become familiar with the public monuments of English history for instance: St. Paul's Cathedral, London Bridge</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>Independent Artist he/she can choose a suitable surface to work on.</li> <li>Sculpture he/she can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.</li> <li>Art in Context/History he/she can create images in the style of an artist from history.</li> <li>Art in Context/History he/she can discuss and describe well known artists' work and explain how their work is similar/different</li> <li>Art in Context/History he/she can discuss and describe well known architects' work and explain how their work is similar/different.</li> </ul>	<ul style="list-style-type: none"> <li>Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas.</li> <li>Independent Artist he/she can choose a suitable surface to work on.</li> <li>Sculpture he/she can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.</li> <li>Art in Context/History he/she can create images in the style of an artist from history.</li> <li>Art in Context/History he/she can discuss and describe well known artists' work and explain how their work is similar/different</li> <li>Art in Context/History he/she can discuss and describe well known architects' work and explain how their work is similar/different.</li> </ul>
	Monument Ancient Rome Amphitheatre Column Dome Arch Symmetrical In relief In the round Frieze		
DT	<b>CREATING BASIC STRUCTURES AND SHELLS</b> <ul style="list-style-type: none"> <li>Create a frame or shell structure: Make a mini greenhouse</li> <li>Examining existing greenhouse design and recreating using wood and recycled plastic bottles before testing</li> <li>Link with food world food production building upon Year ½ 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>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> <li>Food he/she understands that food is processed into different ingredients e.g. Milk into butter.</li> <li>Food he/she understands that different foods are produced in different areas of the world.</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 create a shell or frame structure, strengthening with diagonal struts.</li> <li>Make he/she can cut slots.</li> <li>Make he/she can create simple joints with wood. e.g. Butt joint, dowel joint.</li> <li>Make he/she can measure and mark a square section &amp; dowelling to the nearest cm</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>
VOCAB	Currently being re-written		
Music	<b>LISTENING AND UNDERSTANDING</b> Teachers: Expose children to a wide range of music, including children's music, popular instrumental music and music from various cultures <b>A. THE ORCHESTRA</b>	<ul style="list-style-type: none"> <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>Listening and Context he/she can explain what they think a piece of music's purpose could be.</li> </ul>	<ul style="list-style-type: none"> <li>Composing he/she can use his/her voice and copy a given scale.</li> <li>Performing he/she can sing expressively in time to the beat and rhythm.</li> </ul>

	<ul style="list-style-type: none"> <li>Review families of instruments: strings, brass, woodwinds, percussion.</li> <li>Become familiar with brass instruments—trumpet, French horn, trombone, tuba—and listen to:</li> <li>Gioacchino Rossini, William Tell Overture, finale (trumpet)</li> <li>Wolfgang Amadeus Mozart, selections from the Horn Concertos (French horn)</li> </ul> <p><b>ELEMENTS OF MUSIC</b></p> <p><b>A. ELEMENTS</b></p> <ul style="list-style-type: none"> <li>Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).</li> </ul>		<ul style="list-style-type: none"> <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>	
	Strings Brass Woodwinds Percussion Trumpet French horn Trombone Tuba Clarinet Oboe Bassoon			
Computing	<ul style="list-style-type: none"> <li>Content: We are software developers: Develop an educational game on scratch.</li> <li>Online Safety: We are Rule Writers</li> </ul>	<ul style="list-style-type: none"> <li>The child can use digital technology safely and show respect for others when working online.</li> <li>The child can recognise unacceptable behaviour when using digital technology.</li> <li>Know who to talk to about concerns and inappropriate behaviour in school.</li> <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 design and write a program using a block language to a given brief, including simple interaction.</li> <li>The child can develop their own simulation of a simple physical system on screen.</li> <li>The child can write a program that accepts keyboard input and produces on-screen output.</li> <li>The child can explain an algorithm using sequence and repetition in their own words.</li> <li>The child can use logical reasoning to detect and correct errors in programs.</li> <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	Judaism - How special is the relationship Jews have with God?	<ul style="list-style-type: none"> <li>Do sacred texts have to be 'true' to help people understand their religion?</li> <li>Does participating in worship help people to feel closer to God or their faith community?</li> </ul>	<ul style="list-style-type: none"> <li>Do sacred texts have to be 'true' to help people understand their religion?</li> <li>Does participating in worship help people to feel closer to God or their faith community?</li> </ul>	
PE	<ul style="list-style-type: none"> <li><b>Year 3: Gym/Rugby</b></li> <li><b>Year 3/4: Rugby / Hockey</b></li> <li><b>Year 4: Hockey / Gym</b></li> </ul>	<p><b>Hockey – Year 3/4 unit</b></p> <ul style="list-style-type: none"> <li>To develop open stick dribbling</li> <li>To develop sending the ball with a push pass</li> <li>To develop receiving the ball</li> <li>To develop dribbling using the reverse stick</li> <li>To develop dribbling to beat a defender</li> <li>To develop moving into space after passing the ball</li> <li>To be able to use an open stick tackle</li> <li>To apply defending and attacking principles and skills in a hockey tournament</li> </ul>	<ul style="list-style-type: none"> <li><b>Gymnastics - Year 3 unit</b></li> <li>To be able to create interesting point and patch balances</li> <li>To be able to match a partner in a sequence</li> <li>To develop stepping into shape jumps with control</li> <li>To develop the straight, barrel, and forward roll</li> <li>To be able to transition smoothly into and out of balances</li> <li>To create a sequence with matching and contrasting actions and shapes</li> <li>To explore gymnastics skills using hoops</li> <li>To create a partner sequence incorporating equipment</li> </ul>	<p><b>Tag Rugby - Year 3/4 unit</b></p> <ul style="list-style-type: none"> <li>To develop ball handling skills demonstrating increasing control and accuracy</li> <li>To develop throwing and catching a rugby ball</li> <li>To play games using tagging rules.</li> <li>To be able to use the 'forward pass' and 'off side' rule.</li> <li>To be able to support a teammate when attacking</li> <li>To be able to dodge a defender and move into space when running towards the goal</li> <li>To be able to defend an opponent</li> <li>To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</li> </ul>
PHSE	<ul style="list-style-type: none"> <li>Safeguarding/Online Safety: We are rule writers</li> <li>Safeguarding: Clever never Goes</li> <li>British/Go-givers: Rules</li> <li>British/Go-givers: Your Amazing Brain: Becoming a Resilient Learner</li> <li>Environment/Go-givers: Protecting local Habitats</li> <li>Environment/Go-givers: The Earth in Our Hands</li> <li>British/Parliament: The Union Jack (Links to History &amp; Year 1/2/5/6 Geography)</li> <li>Norfolk: Norfolk Flag – Ralph de Gaël (Links to French)</li> </ul>			
MFL	<ul style="list-style-type: none"> <li>Moi (All about me) (Y3 &amp; 3/4)</li> <li>On y va (All aboard) (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>S &amp; L - can listen to and respond to simple rhymes, stories and songs.</li> <li>S &amp; L - can recognise and respond to sound patterns and words.</li> <li>S &amp; L - can respond to topic related questions with a simple answer.</li> </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> </ul>	

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