

Year 3 / 4 Year A			
Autumn Term 2 nd Half			
	Key Content	Year 3 Skills	Year 4 Skills
Writing	<p>Genre: Persuasive Writing Text: A Christmas Carol (radio episodes) PERSUASIVE WRITING (OPINION) Write a letter to Scrooge persuading him to celebrate Christmas.</p> <ul style="list-style-type: none"> Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion. Use words to link opinions with reasons or supporting details, such as <i>because, also, another.</i> Create a title that is relevant to the topic or subject of the text. If writing about a specific book or read-aloud, refer to the content of the text. <p>Genre: Myths (Become familiar with...) Text: Greek Myths and mythological gods and characters. NARRATIVE WRITING: Write a story retelling the Labours of Hercules. 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.</p> <ul style="list-style-type: none"> Demeter Ares Hermes Athena Hephaestus Dionysus Hades Pegasus Pan Arachne the Weaver Swift footed Atlanta Demeter and Persephone The Labours of Hercules <p>Genre: Poetry</p> <p>End of Topic Writing – Linking English and History</p> <ul style="list-style-type: none"> Non – fiction essay on Ancient Greece 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar; naming key organisational features and language structures discussing and recording ideas organising them later into a given 'boxing up' frame or story mountain. <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary incorporating newly acquired vocabulary and using recently learned sentence types. organising paragraphs around a theme, organising their material into logical chunks and write a coherent series of linked sentences for each in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story. in non-narrative material, using simple organisational devices to organise their material into logical chunks and write an appropriate main and subheading for each <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements, identifying aspects linked to success criteria and recent teaching for improvement proposing some changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and all KS1 HFW Read their writing aloud with expression, loudly and clearly enough to be heard and understood by all <p>HANDWRITING</p> <ul style="list-style-type: none"> Consistently use the diagonal and horizontal strokes that are needed to correctly form and join most letters in accordance with the school's agreed style Legibility and quality of their handwriting is such that it can be read, is usually consistent and beginning to be pleasing in appearance <p>Write a non-fiction essay on Ancient Greece expanding non-fiction writing skills.</p>	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing why organisational features and language structures may have been used. discussing and recording ideas using notes organised into a 'boxing up' frame or story mountain <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and incorporating variation in sentence structure including simple, compound and complex structures. organising paragraphs around a theme within their planning and demarcating paragraphs on the page when drafted. in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot with detailed descriptions helping the reader visualise the story. in non-narrative material, cluster related information logically writing an engaging main heading for the text and relevant subheadings for each paragraph <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency throughout the piece of writing, including the accurate use of pronouns and a range of sentence start to ensure cohesion. Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and most 3/4 key spellings Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>HANDWRITING</p> <ul style="list-style-type: none"> Consistently use the diagonal and horizontal strokes that are needed to form and join most letters in accordance with the school's agreed style, but some consistency in decisions to join letters or leave letters unjoined for pace. Legibility, consistency and quality of their handwriting is such that writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say.
GPS	<ul style="list-style-type: none"> Spelling taught from Year 3 and 4 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list Handwriting taught using Collins Guide as per handwriting policy. Grammar directed by English Appendix 2 	<p>VOCABULARY</p> <ul style="list-style-type: none"> Form nouns using prefixes: use a range of prefixes to generate new nouns, (super-, anti-) and use them appropriately in their independent writing. 	<p>VOCABULARY</p> <ul style="list-style-type: none"> Form nouns using prefixes (super-, anti-), using them appropriately in their independent writing and explaining their meaning. Word families based on common words (solve, solution, dissolve, insoluble), grouping words into families according to form and meaning. They can spot the common root words grouped by form.

		<ul style="list-style-type: none"> Word families based on common words (solve, solution, dissolve, insoluble), recognising related words from the same word family and usually deduces the meaning of related words correctly <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing extending the range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing using conjunctions, adverbs and prepositions to express time and cause applying the new learning across a range of independent writing using the present perfect form of verbs in contrast to the past tense and applying this across a range of independent writing <p>PUNCTUATION</p> <ul style="list-style-type: none"> Understands when to use the correct form of 'a' or 'an' Inverted commas consistently used to punctuate direct speech <p>SPELLING</p> <ul style="list-style-type: none"> Spell further homophones e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break. Spell some of the words that are often misspelt (3/4 word list in English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's Use further prefixes and understand how to add them (English Appendix 1) e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity. Use further suffixes and understand how to add them (English Appendix 1), understanding when to double the final consonant in the root word e.g. hoping, hopping Use the first two or three letters of a word to check its spelling in a dictionary 	<p>GRAMMAR - Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in a wide range of writing use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences using a wide range of conjunctions, adverbs verbs (ing/ed) and prepositions to express time and cause applying the new learning across a range of independent writing to achieve better cohesion consistently using the present perfect form of verbs in contrast to the past tense within their own writing and can explain the reasons behind this choice. <p>PUNCTUATION</p> <ul style="list-style-type: none"> Consistently accurate in the use the correct form of 'a' or 'an' Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials <p>SPELLING</p> <ul style="list-style-type: none"> Spell further homophones e.g. whose/who's, peace/piece, whether/weather, Spell most of the words that are often misspelt (3/4 word list in English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals, spotting and correcting errors in own and others' writing. Use further prefixes and understand how to add them (English Appendix 1), explain the meaning of most prefixes: e.g. mis-, sub-, il-, im-, ir-, re-, sub-. Use further suffixes and understand how to add them (English Appendix 1) understanding when to double the final consonant in the root word and consistently spotting this in their own work. Use the first two or three letters of a word to check its spelling in a dictionary with pace to ensure the efficient checking of their own writing
Key Vocab	Persuade, letter, subheading, heading, myth, legend, poetry, poem, phrases, refrains, rhyme, rhythm, speech, dialogue, apostrophes,		
Maths	<ul style="list-style-type: none"> Multiplication and division Fractions 	<p>Unit: Multiplication and division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables solve problems including missing number problems, Solve problems involving multiplication and division, Solve problems including positive integer scaling problems and correspondence problems in which n objects are connected to m objects <p>Unit: Fractions</p> <ul style="list-style-type: none"> add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$ recognise and show, using diagrams, equivalent fractions with small denominators count up and down in tenths recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 	<p>Unit: Multiplication and division</p> <ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12 solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects recognise and use factor pairs and commutativity in mental calculations <p>Unit: Fractions</p> <ul style="list-style-type: none"> add and subtract fractions with the same denominator recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten 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

		<ul style="list-style-type: none"> ➤ compare and order unit fractions, and fractions with the same denominators ➤ solve problems that involve all of the above <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> ➤ Recall multiples of 3 up to 12x3 in any order, including missing numbers and related division facts with growing fluency. ➤ Count in multiples of 4 to 12x4 in order from 0 with growing fluency. ➤ Introduce (relating to x4) and begin to count in multiples of 8 from 0 to 12x8. 	<ul style="list-style-type: none"> ➤ Compare and order fractions with the same denominators and unit fractions <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> ➤ Recall multiples of 6 in any order, including missing numbers and related division facts with growing fluency. ➤ Fluently count in 7's in order up to 12x7.
Key Vocab	<p>Year 3: Unit 1: Divide, divided by, divided into, share, share equally, left, left over, equal groups of, row, column, multiplication table, multiplication fact, division fact, product, remainder, missing number, inverse, fact families, describe the pattern, mental calculation Unit 2: equivalent fraction, mixed number, numerator, denominator, two halves, two quarters, three quarters, one third, two thirds, one of three equal parts, sixths, sevenths, eighths, tenths... unit fraction, non-unit fraction</p> <p>Year 4: Unit 1 (as Yr 3 but with added vocabulary) Inverse, square, squared, cube, cubed Unit 2 (as Yr 3 but with added vocabulary): Hundredths, decimal, decimal fraction, decimal point, decimal place, decimal equivalent, proportion</p>		
Reading	<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 beginning to independently read and comprehend longer works of fiction ('chapter books') and non-fiction.</p> <p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p>KEY STORY:</p> <ul style="list-style-type: none"> • A Christmas Carol by Charles Dickens; • <i>Beowulf</i> <p>KEY POEMS:</p> <ul style="list-style-type: none"> • The Answer (Allan Ahlberg) Five Friendly Farmers • Twas the Night before Christmas • Something told the Wild Geese <p>KEY SAYINGS AND PHRASES Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> • Don't cry over spilt milk • Easier said than done • Eaten out of house and home 	<p>FLUENCY</p> <ul style="list-style-type: none"> ➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and understand the meaning of new words they meet e.g. 'forget' – forgotten, forgetful ➤ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word e.g. calendar, grammar, guide, heart, naughty, strength. <p>WIDTH OF READING (SHARED READING) <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ➤ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks expressing views and preferences. ➤ Reading books that are structured in different ways and reading for a range of purposes. Show some awareness of the various purposes for reading: e.g. reference books for information, novels and poetry for pleasure. ➤ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ➤ Identifying and discussing themes and conventions in a wide range of writing e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings. <p>Poetry:</p> <ul style="list-style-type: none"> ➤ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Pupil can re-read, rehearse and perform to show some understanding of the meaning of these texts. ➤ Recognising some different forms of poetry, (e.g. free verse, narrative poetry) <p>Debate:</p> <ul style="list-style-type: none"> ➤ Participate in discussion about both books that are read to them and those they can read for themselves, building on what others say, challenging others courteously and being challenged and responding appropriately in turn. <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i> Vocabulary</p>	<p>FLUENCY</p> <ul style="list-style-type: none"> ➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, to understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. 'limit' - limitless, unlimited ➤ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word as set out in the 3/4 common exception word list <p>WIDTH OF READING (SHARED READING) <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ➤ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or non-fiction and reference books expressing views and preferences, justifying them by reference to the text. ➤ Reading books that are structured in different ways and reading for a range of purposes e.g. specialist books for advice on sports or hobbies, following a series by the same writer. ➤ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ➤ Identifying and discussing themes and conventions in *and across* a wide range of writing, identifying and discussing some themes and conventions in age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction. ➤ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <p>Poetry</p> <ul style="list-style-type: none"> ➤ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action and volume, using drama approaches with individual interpretation. ➤ Can confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks. <p>Debate</p> <ul style="list-style-type: none"> ➤ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say e.g. is able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p>

		<ul style="list-style-type: none"> ➤ Using dictionaries to check the meaning of words that they have read e.g. reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult. ➤ Independently monitoring reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. foul (filthy) and foul in sport ➤ Discussing words and phrases that capture the reader's interest and imagination and explaining why <p>Inference:</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and attempting to justify inferences with evidence from the text <p>Prediction:</p> <ul style="list-style-type: none"> ➤ Begin to read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader <p>Explanation:</p> <ul style="list-style-type: none"> ➤ Asking themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. I wonder how Tom knew what the rules of all the games were? ➤ Identifying how language, structure, and presentation contribute to meaning and help the reader draw meaning from the text: e.g. recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ Retrieve and record information from non-fiction, recording information in a form that can be easily retrieved: e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L). <p>Summarise:</p> <ul style="list-style-type: none"> ➤ Identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text 	<p>Vocabulary</p> <ul style="list-style-type: none"> ➤ Using dictionaries to check the meaning of words that they have read ➤ Discussing words and phrases that capture the reader's interest and imagination and can usually say why, explaining the effect on them as a reader <p>Inference</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>Prediction</p> <ul style="list-style-type: none"> ➤ Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader <p>Explanation:</p> <ul style="list-style-type: none"> ➤ Asking questions to improve their understanding of a text ➤ Identifying how language, structure, and presentation contribute to meaning e.g. recognises the shape a letter makes on the page; recognises a range of salutations and sign-off phrases for letters and knows which belong to a friendly letter and which to a formal one. <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ Retrieve and record information from non-fiction. Usually records information in a form that can be easily retrieved: e.g. is making and organising own notes from a non-fiction book or website to answer questions devised earlier. <p>Summarise</p> <ul style="list-style-type: none"> ➤ Identifying main ideas drawn from more than one paragraph and summarising these
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>THE HUMAN BODY: CELLS, SYSTEMS AND HEALTH</p> <p>A. CELLS</p> <p>All living things are made up of cells, too small to be seen without a microscope.</p> <ul style="list-style-type: none"> • Cells make up tissues. • Tissues make up organs. • Organs work in systems. <p>A. THE DIGESTIVE SYSTEM</p> <p>Explore with children what happens to the food we eat by studying body parts and functions involved in taking in food and getting rid of waste. Children should become familiar with the following:</p> <ul style="list-style-type: none"> • Salivary glands, taste buds • Teeth: incisors, canines, premolars and molars • Oesophagus, stomach, liver, small intestine, large intestine <p>B. TAKING CARE OF YOUR BODY: A HEALTHY DIET</p> <ul style="list-style-type: none"> • The 'food pyramid' • Vitamins and minerals 	<ul style="list-style-type: none"> ➤ Gather and record data about similarities, differences and changes ➤ Set up comparative tests ➤ With prompting, suggest conclusions that can be drawn from data ➤ Use standard units when taking measurements. ➤ With prompting, use various ways of recording, grouping and displaying evidence. ➤ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat 	<ul style="list-style-type: none"> ➤ Set up simple and practical enquiries, comparative and fair tests ➤ Record findings using simple scientific language, drawings and labelled diagrams ➤ Identify differences, similarities or changes related to simple scientific ideas and processes ➤ Report on findings from enquiries, including oral and written explanations, of results and conclusions ➤ Take accurate measurements using standard units, where appropriate. ➤ Describe the simple functions of the basic parts of the digestive system in humans ➤ Identify the different types of teeth in humans and their simple functions

Key Vocab Cells, tissues, organs, digestive system, teeth, food pyramid, vitamins, minerals, recording, data, conclusions, evidence, measurements

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		Autumn Term 2 nd Half	
	Key Knowledge	Year 3 Skills	Year 4 Skills
History	<p>Ancient Greece:</p> <ul style="list-style-type: none"> Identify great thinkers from Ancient Greece Socrates, Plato, Aristotle <p>Become familiar with Alexander the Great</p>	<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. Address and devise historically valid questions about cause. Address and devise historically valid questions about significance Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. 	<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. Address and devise historically valid questions about cause. Address and devise historically valid questions about significance Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.
Vocabulary: Citizenship, democracy, social system, constitution, city state. Socrates, Plato, Aristotle, Alexander the Great, philosophy			
Geog.	<p>Compare and contrast UK with a region in North or South America</p> <ul style="list-style-type: none"> The Caribbean Islands 	<ul style="list-style-type: none"> Locate the world's countries, focusing on Europe and North and South America Use maps, atlases and globes to locate countries and describe features studied. Establish an understanding of the interaction between physical and human processes. Use a range of methods including sketch maps, plans and graphs, and digital technologies. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere. 	<ul style="list-style-type: none"> Locate the world's countries, focusing on Europe and North and South America Use maps, atlases and globes to locate countries and describe features studied. Deepen an understanding of the interaction between physical and human processes. Use a range of methods including sketch maps, plans and graphs, and digital technologies. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere.
Vocabulary: islands, sea, ocean, equator, hemisphere, south, north			
Art	<p>TYPES OF ART: ARCHITECTURE [Cross-curricular links with World History]</p> <ul style="list-style-type: none"> Understand architecture as the art of designing buildings. Noting line, shape, and special features (such as columns and domes), look at and consider the following structures in relation to World History: The Parthenon (including the Parthenon Frieze or so-called Elgin Marbles', now at the British Museum, London) 440 BC (Acropolis, Athens, Greece) Great Stupa, begun 3rd Century BC (Buddhist temple in Sanchi, Raien district, Madhya Pradesh, India). Sir Christopher Wren, St Paul's Cathedral, 1675 (London) <p>Additionally:</p> <ul style="list-style-type: none"> Inigo Jones, The Banqueting House, 1619-22 (Whitehall, London) [include Rubens's painted ceiling, with its references to James I, the Union of England and Scotland, and the Gunpowder Plot] Consider an example of modern architecture, assessing what is traditional and what is innovative, such as: Frank Gehry, Guggenheim Museum, 1997, Bilbao, Spain Eric Miralles, Scottish Parliament Building, 2004, Edinburgh, UK 	<ul style="list-style-type: none"> Can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. Can discuss and describe well known artists' work and explain how their work is similar/different Can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground. 	<ul style="list-style-type: none"> Can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. Can discuss and describe well known artists' work and explain how their work is similar/different Can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.
DT	<p>Linked to Victorian Christmas (English)</p> <ol style="list-style-type: none"> Make a snowflake decorated pouch. Design and make a Christmas Cracker. <p>Tapestries – Medieval to Modern</p> <ul style="list-style-type: none"> The Apocalypse Tapestry 1377 The Unicorn Tapestry 1500 Holy Grail Tapestry 1898 Musa 2009 	<ul style="list-style-type: none"> Design he/she can generate and develop his/her ideas through discussion. Make he/she can join fabrics using a wider range of stitches. e.g. Back stitch, chain stitch. Make he/she can use given sewing patterns or printing blocks to add detail to his/her designs. Evaluate he/she can evaluate his/her work against his/her own design criteria. 	<ul style="list-style-type: none"> Design he/she can generate and develop his/her ideas through discussion. Make he/she can join fabrics using a wider range of stitches. e.g. Back stitch, chain stitch. Make he/she can use given sewing patterns or printing blocks to add detail to his/her designs. Evaluate he/she can evaluate his/her work against his/her own design criteria.

Music	<p>ELEMENTS OF MUSIC</p> <ul style="list-style-type: none"> • Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). • Recognise a steady beat, accents, and the downbeat; play a steady beat. • Move responsively to music (marching, walking, hopping, swaying, etc.). • Recognise short and long sounds. • Discriminate between fast and slow; gradually slowing down and getting faster. • Discriminate between differences in pitch: high and low. • Discriminate between loud and soft; gradually increasing and decreasing volume. • Understand that melody can move up and down. • Hum the melody while listening to music. • Echo short rhythms and melodic patterns. • Play simple rhythms and melodies. • Recognise like and unlike phrases. • Recognise timbre (tone colour). • Sing unaccompanied, accompanied, and in unison. • Recognise verse and refrain. • Recognise that musical notes have names. • Recognise a scale as a series of notes. • Sing the C major scale using 'do re mi' etc. <p>THE ORCHESTRA</p> <ul style="list-style-type: none"> • Become familiar with instruments in the percussion family—for example, drums (timpani, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine—and listen to • Carlos Chavez, <i>Toccata for percussion</i>, third movement. <p>[If you have recordings or other resources, also introduce African drumming and Latin American music with percussion.]</p> <p>KEY MUSICIANS:</p> <p>Provide brief, child-friendly biographical profile of the following composer, and listen to representative works:</p> <ul style="list-style-type: none"> • Johann Sebastian Bach, <i>Minuet in G major</i> (collected by Bach in the <i>Anna Magdalena Notebook</i>); <i>Jesu, Joy of Man's Desiring</i>; <i>Toccata and Fugue in D minor</i> 	<ul style="list-style-type: none"> ➤ Can create his/her own symbols to represent different sounds and instruments in his/her compositions. ➤ Can perform given compositions/songs from memory. ➤ Can compose three note patterns. ➤ Can take part in two-part songs. ➤ Can compare pieces, thinking about pitch, mood, rhythm and tempo. ➤ Can take part in two-part harmonies. ➤ Can explain what they think a piece of music's purpose could be. ➤ Can begin to identify how many beats are in a bar when listening to pieces of music. <p>➤ Songs to learn: The Happy Wanderer (words by Florenz Siegesmund, English translation by Antonia Ridge, music by Friedrich Wilhelm Möller) and 'Oranges and Lemons'</p>	<ul style="list-style-type: none"> ➤ Can create his/her own symbols to represent different sounds and instruments in his/her compositions. ➤ Can perform given compositions/songs from memory. ➤ Can compose three note patterns. ➤ Can take part in two-part songs. ➤ Can compare pieces, thinking about pitch, mood, rhythm and tempo. ➤ Can take part in two-part harmonies. ➤ Can explain what they think a piece of music's purpose could be. ➤ Can begin to identify how many beats are in a bar when listening to pieces of music. 	
Vocabulary: Symphony, string family, brass, woodwind, percussion, violin, viola, cello, double bass, rhythm, melody, form, timbre, beat, accent, volume, pitch, phrase, verse, chorus, speed				
Computing	<p>CONTENT: We are bug fixers - Develop a number of strategies for finding errors in programs.</p> <ul style="list-style-type: none"> • Build up resilience and strategies for problem solving. • Increase their knowledge and understanding of Scratch. • Recognise a number of common types of bug in software. <p>Online Safety: We are digital friends</p> <ul style="list-style-type: none"> • To develop an awareness of online bullying. 	<ul style="list-style-type: none"> ➤ Debug programs that accomplish specific goals. ➤ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. ➤ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. ➤ Begin to understand that information shared online cannot always be controlled ➤ Develop a deeper understanding of the consequences of online bullying ➤ Understand the role of a bystander in online bullying. 	<ul style="list-style-type: none"> ➤ Debug programs that accomplish specific goals. ➤ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. ➤ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. ➤ Begin to understand that information shared online cannot always be controlled ➤ Develop a deeper understanding of the consequences of online bullying ➤ Understand the role of a bystander in online bullying. 	
RE	<ul style="list-style-type: none"> • Christianity - Has Christmas lost its true meaning? 	<ul style="list-style-type: none"> • Do sacred texts have to be 'true' to help people understand their religion? • Is religion the most important influence and inspiration in everyone's life? 	<ul style="list-style-type: none"> • Do sacred texts have to be 'true' to help people understand their religion? • Is religion the most important influence and inspiration in everyone's life? 	
PE	<ul style="list-style-type: none"> • Year 3: Dodgeball/Fitness 	<p>Hockey – Year 3/4 unit</p> <ul style="list-style-type: none"> ➤ To develop open stick dribbling ➤ To develop sending the ball with a push pass 	<p>Dodgeball - Year 3/4 unit</p> <ul style="list-style-type: none"> • To learn the rules of dodgeball 	<p>Fitness - Year 3/4 unit</p> <ul style="list-style-type: none"> • To develop an awareness of what your body is capable of

	<ul style="list-style-type: none"> Year 3/4: Hockey/Dodgeball Year 4 Fitness/Hockey 	<ul style="list-style-type: none"> To develop receiving the ball To develop dribbling using the reverse stick To develop dribbling to beat a defender To develop moving into space after passing the ball To be able to use an open stick tackle To apply defending and attacking principles and skills in a hockey tournament 	<ul style="list-style-type: none"> To be able to play in a mini dodgeball game To develop throwing towards a target To develop throwing at a moving target To use jumps, dodges and ducks to avoid being hit To develop catching a dodgeball at different heights To use your whole body to catch a dodgeball To learn how to block using the ball To understand the rules of dodgeball and use them to play in a tournament 	<ul style="list-style-type: none"> To test and record baseline fitness scores To develop your sprinting technique To develop your speed To develop strength using my own body weight. To complete actions to develop coordination, agility, balance and stamina To re-test fitness scores and recognise improvement 																																																							
MFL	<ul style="list-style-type: none"> Jeux et chansons (Games and songs) (Y3 & 3/4) L'argent de poche (Pocket money) (Y4) 	<ul style="list-style-type: none"> S & L - can listen to and respond to simple rhymes, stories and songs. S & L - can recognise and respond to sound patterns and words. S & L - can respond to topic related questions with a simple answer. S & L - can understand instructions, everyday classroom language and praise words. S & L - can memorise and present a short spoken text. S & L - can use short phrases to express R - can understand short texts and dialogues, made up of familiar language, printed in books or word processed. R - can read aloud a familiar sentence, rhyme or poem. R - can use a bilingual dictionary or glossary to look up new words W - can write words and short phrases from memory with comprehensible spelling. 	<ul style="list-style-type: none"> S & L - can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. S & L - can identify and note the main points of a short spoken passage. S & L - can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements. S & L - can use generally accurate pronunciation when R - aloud or using familiar words or phrases. R - can use sounds to help identify written words. personal responses for example, likes, dislikes and feelings. W - can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts. W - is beginning to use his/her knowledge of grammar to adapt and substitute single words and phrases in written work 																																																								
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PHSE

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- **World-view/Go-givers & Educate Against Hate:** Fairtrade (*Links to Yr ½ Caribbean*)
- **Health/Go-givers:** Obesity (*Links to Science*)
- **British/Parliament:** Bonfire Night Guy Fawkes
- **Safeguarding/St. John's:** Big First Aid Lesson Autumn 2015 – burns, cuts, diabetes and slings