


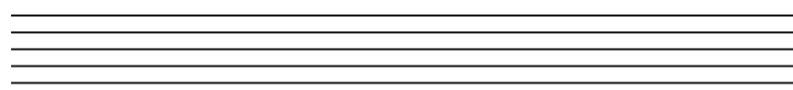
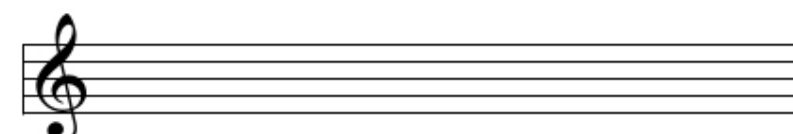

Year 3 / 4 Year A			
Summer 1 <sup>st</sup> Half Term			
	Key Content	Year 3 Skills	Year 4 Skills
Writing	<p><b>ADVENTURE/DIARY</b> – ‘Peter Pan’ written as a diary entry</p> <ul style="list-style-type: none"> <li>An effective blend of action, dialogue and description develops archetypal characters who the reader will care about, at the same time as</li> <li>moving the plot along at an exciting pace.</li> <li>Description adds to the sense of adventure by heightening the reader’s awareness, e.g. a sense of potential danger (The cliffs were high and jagged ...)</li> <li>or dropping clues to encourage involvement through prediction (The captain welcomed them aboard but his eyes were narrow and cruel-looking ...)</li> <li>Dialogue is an element of characterisation but is used more to advance the action than to explore a character’s feelings or motivation. “What was that noise? Did you hear it too?”</li> <li>Language usually has a cinematic quality, with powerful, evocative vocabulary and strong, varied verbs for action scenes. (He leaped from his horse,</li> <li>charged into the banquet hall and hurtled himself onto the table where the prince was devouring a chicken.)</li> </ul> <p><b>BIOGRAPHY</b> of Alexander Graham Bell</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</li> </ul> <p><b>CONTEMPORARY FICTION:</b> Linked to Water Safety</p> <ul style="list-style-type: none"> <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</li> <li>(Don’t let me tell you again!)</li> </ul> <p><b>INSTRUCTIONS (Topic Writing)</b> – How to make a lightning bug</p> <ul style="list-style-type: none"> <li>Begin by defining the goal or desired outcome. (How to make a board game.)</li> <li>List any material or equipment needed, in order.</li> <li>Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.</li> <li>Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)</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> </ul> <p>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> <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>
GPS	<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>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>

		<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> <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>➤ 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> <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>• Multiplication and division</li> <li>• Time (analogue and digital)</li> <li>• Measures (capacity, lengths, mass)</li> <li>• Conversions between measurements and problem solving</li> </ul>	<p><b>Unit: Multiplication and division (1 week)</b></p> <p>Focus on 3,4 and 8 times table</p> <ul style="list-style-type: none"> <li>➤ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know</li> <li>➤ Solve calculations and problems involving two-digit numbers times one-digit numbers, using mental and progressing to formal written methods for both multiplication and division</li> </ul> <p><b>Unit: Problem solving with time</b></p> <ul style="list-style-type: none"> <li>➤ tell and write the time from an analogue clock</li> <li>➤ estimate and read time with increasing accuracy to the nearest minute</li> <li>➤ record and compare time in terms of seconds, minutes and hours</li> <li>➤ use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>➤ know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>➤ compare durations of events [for example to calculate the time taken by particular events or tasks]</li> </ul> <p><b>Unit: Measurement (Start this half term. To be completed in Summer 2)</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>Multiplication tables focus:</b></p>	<p><b>Unit: Multiplication and division (1 week)</b></p> <p>Focus on 6, 7 and 9 times table</p> <ul style="list-style-type: none"> <li>➤ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know,</li> <li>➤ Solve calculations and problems involving two-digit numbers times one-digit numbers, and 3 digit numbers times one digit numbers using mental and progressing to formal written methods for both multiplication and division</li> </ul> <p><b>Unit: Problem solving with time</b></p> <ul style="list-style-type: none"> <li>➤ convert between different units of measure [for example, hour to minute]</li> <li>➤ problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> <li>➤ Write and convert time between analogue and digital 12 and 24 hour clocks</li> </ul> <p><b>Unit: Measurement (Start this half term. To be completed in Summer 2)</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>Multiplication tables focus:</b></p>

		<ul style="list-style-type: none"> <li>➤ Recall multiples of 4 up to 12x4 in any order, including missing numbers and related division facts fluently.</li> <li>➤ Recall multiples of 8 up to 12x8 in any order, including missing numbers and related division facts with growing fluency.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recall multiples of 9 in any order, including missing numbers and related division facts with growing fluency (using 10x and adjusting by 1 group to find 9x as a strategy)</li> <li>➤ Recall multiples of 11 in any order, including missing numbers and related division facts fluently.</li> <li>➤ Fluently count in 12's in order up to 12x12.</li> </ul>
Key Vocab	<p>Year 3: <b>Unit 1:</b> factor of, relationship, factor, product, remainder, scaling, missing number problems, one digit, two digit, mental calculation, written calculation, place value, grid method <b>Unit 2:</b> Fortnight, 5, 10, 15... minutes past, digital, analogue, timer, Century, calendar, earliest, latest, am, pm, Roman numerals, 12-hour clock time, 24-hour clock time <b>Unit 3:</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</p> <p>Year 4: <b>Unit 1</b> Inverse, place value, grid method, formal written method, mental method, <b>Unit 2 :</b> leap year, millennium, noon, date of birth, timetable, arrive depart <b>Unit 3</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</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 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>• <i>Peter Pan – J.M. Barrie;</i> Please Look After this Bear – Michael Bond</li> </ul> <p><b>KEY POETRY – Nonsense Poetry</b></p> <ul style="list-style-type: none"> <li>• On the Ning, Nang, Nong</li> <li>• Ricketty Train Ride</li> <li>• Sing a song of sixpence</li> <li>• Edward Lear Poems (The Jumblies and The Duck and the Kangaroo)</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>➤ Two heads are better than one</li> <li>➤ Where there's a will there's a way</li> <li>➤ You can't teach an old dog new tricks</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>	<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>

		<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 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>	<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>
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>CYCLES IN NATURE</b></p> <p><b>A. SEASONAL CYCLES</b></p> <ul style="list-style-type: none"> <li>• The four seasons and Earth's orbit around the Sun [Review from Year 1]</li> <li>• Seasons and life processes <ul style="list-style-type: none"> <li>• Spring: sprouting, sap flow in plants, mating and hatching</li> <li>• <b>Summer: growth</b></li> <li>• Autumn: ripening, migration</li> <li>• Winter: plant dormancy, animal hibernation</li> </ul> </li> </ul> <p><b>INSECTS</b></p> <p>[Cross-curricular links with Year 3 Language and Literature: Poetry]</p> <ul style="list-style-type: none"> <li>• Insects can be helpful and harmful to people. <ul style="list-style-type: none"> <li>• Helpful: pollination; products like honey, beeswax, and silk; eat harmful insects</li> <li>• Harmful: destroy crops, trees, wooden buildings, clothes; carry disease; bite or sting</li> </ul> </li> </ul> <p>Distinguishing characteristics</p> <ul style="list-style-type: none"> <li>• Exoskeleton, chitin</li> <li>• Six legs and three body parts: head, thorax and abdomen</li> <li>• Most but not all insects have wings</li> <li>• Life cycles: metamorphosis <ul style="list-style-type: none"> <li>• Some insects look like miniature adults when born from eggs, and they moult to grow (for example: grasshopper, cricket)</li> <li>• Some insects go through distinct stages of egg, larva, pupa, adult (for example: butterflies, ants)</li> </ul> </li> <li>• Social Insects <ul style="list-style-type: none"> <li>• Most insects live solitary lives, but some are social (for example: ants, honeybees, termites, wasps)</li> <li>• Ants: colonies</li> <li>• Honeybees: workers, drones, queen</li> </ul> </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>➤ Make systematic observations, using simple equipment</li> <li>➤ Record findings in various ways</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>➤ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</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>➤ 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	Seasons, earth, orbit, summer, wax, silk, crops, abdomen, head, wings, six legs, egg, larva, pupae, adult, ant hill, colony, nest, beehive, worker, queen		

Year 3 / 4 A	Year ¾ Year A		
	Summer 1 <sup>st</sup> Half Term		
	Key Knowledge	Year 3 Skills	Year 4 Skills
History	<p><b>THE ELIZABETHAN ERA (1558-1603)</b>  <b>Teachers:</b> The Elizabethan Era was one of apparent relative stability due to the Elizabethan Religious Settlement, ending the previous conflicts but confirming the state's religion as opposed to Catholicism. Focus on the social and cultural significance of this period, especially how developments in exploration led to a growth in trade and eventually colonisation, as well as the cultural significance of William Shakespeare.</p> <p><b>A. ELIZABETH I (1558): FINAL TUDOR MONARCH</b></p> <ul style="list-style-type: none"> <li>Elizabethan Religious Settlement; uniting under moderate Protestant theology <ul style="list-style-type: none"> <li>The Act of Supremacy (1559)</li> <li>Act of Uniformity (1558); new Book of Common Prayer.</li> <li>End of reformation; confirmation of Anglicanism as church of the state</li> </ul> </li> </ul> <p><b>CULTURE IN THE ELIZABETHAN ERA</b></p> <ul style="list-style-type: none"> <li>Christopher Marlowe, dramatist and poet who influenced William Shakespeare</li> <li>Shakespeare <ul style="list-style-type: none"> <li>Birthplace in Stratford-upon-Avon</li> <li>The Globe Theatre in London</li> <li>Publication of Shakespeare's plays</li> </ul> </li> </ul>	<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 cause.</li> <li>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</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.</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 cause.</li> <li>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</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>
Vocabulary: Navy, Armada, overthrow, circumnavigate, privateer, colony, Protestantism, Catholic, Break with Rome, Reformation, Dissolution of the monasteries, divine right of kings			
Geog.	<p><b>FRANCE, GERMANY, THE NETHERLANDS (HOLLAND), BELGIUM, AUSTRIA, SWITZERLAND</b></p> <ul style="list-style-type: none"> <li>Humid temperate/broadleaf forest and alpine climate/ecosystem</li> <li>Landscape <ul style="list-style-type: none"> <li>Alps, central highlands, lowlands, Rivers (Rhone, Rhine, Seine, Danube)</li> </ul> </li> <li>People and culture <ul style="list-style-type: none"> <li>Germanic</li> <li>Protestant/Catholic Churches</li> </ul> </li> <li>Classical music <ul style="list-style-type: none"> <li>Mozart [Cross-curricular links with Music, Years 2, 3, 4 and 5]</li> <li>Vivaldi [Cross-curricular link with Music, Year 3]</li> <li>Beethoven [Cross-curricular links with Music, Years 3 and 6]</li> </ul> </li> <li>Famous artists <ul style="list-style-type: none"> <li>Vincent van Gogh [Cross-curricular links with Visual Arts, Years 1 and 2]</li> <li>Claude Monet [Cross-curricular links with Visual Arts, Year 2]</li> </ul> </li> <li>The European Union <ul style="list-style-type: none"> <li>Origins, members, trade, migration</li> <li>European Parliament in Brussels</li> </ul> </li> <li>Settlements <ul style="list-style-type: none"> <li>Paris, Lyon, Berlin, Munich, Vienna, Zurich, Amsterdam, Brussels</li> </ul> </li> <li>Economic activity <ul style="list-style-type: none"> <li>Agriculture (cheese, wine, fruit and vegetables)</li> <li>Industry (cars)</li> <li>Services (tourism, restaurants, hotels)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate countries and describe features studied.</li> <li>Locate the world's countries, focusing on Europe (including the location of Russia)</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> <li>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> <li>Establish an understanding of the interaction between physical and human processes.</li> <li>Describe and understand key aspects of physical geography including: rivers and mountains.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate countries and describe features studied.</li> <li>Locate the world's countries, focusing on Europe (including the location of Russia)</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> <li>Deepen understanding of the interaction between physical and human processes.</li> <li>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> <li>Describe and understand key aspects of physical geography including: rivers and mountains.</li> </ul>
Vocabulary: temperate, broadleaf, alpine, landscape, European Union, capital cities, agriculture, industry and services.			
Art	<p><b>B. STILL LIFE</b></p> <p>1. Recognise and discuss the following as still lives (images of one or more inanimate objects):</p>	<ul style="list-style-type: none"> <li>Developing/ Applying Ideas he/she can use a sketchbook to record her observations and develop ideas Drawing With coloured pencil, he/she can block colour by applying pencil strokes in the same direction.</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> </ul>

	<ul style="list-style-type: none"> <li>Paul Cézanne, studies with fruit such as apples and/or oranges, for instance, <i>Still Life with Apples</i>, 1877-78 (Fitzwilliam Museum, Cambridge)</li> </ul> <p>Additionally:</p> <ul style="list-style-type: none"> <li>Anon. (from Herculaneum, Italy), <i>Still Life with Peaches and a Glass</i>, AD 50 (Archaeological Museum, Naples) [Teachers: point out that we know that still life has been a popular art form since ancient times because works like this one have survived due to being long-lasting fresco murals.]</li> </ul>	<ul style="list-style-type: none"> <li>Drawing With coloured pencil, he/she can control depth of colour by applying different pressures on the pencil tip.</li> <li>Drawing With wax crayon, he/she can plan and use different pressure to produce a picture working from light to dark.</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> </ul>	<ul style="list-style-type: none"> <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> </ul>
DT	<p><b>USING A SIMPLE CIRCUIT WITHIN A DESIGN</b></p> <ul style="list-style-type: none"> <li>Design and make a lightning bug out of recycled bottles</li> <li>Create simple LED circuits (link with Science)</li> <li>Attempt to adding flashing mechanisms</li> <li>Study the work of Light designers: Georgia Scott &amp; Moritz Waldemeyer</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>Can evaluate his/her work against his/her own design criteria.</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>Make he/she can include a simple electrical circuit in his/her product that produces one outcome e.g. Light or sound.</li> <li>Can evaluate his/her work against his/her own design criteria.</li> </ul>
Music	<p><b>COMPOSERS AND THEIR MUSIC</b> A brief, child-friendly biographical profile of the following composer, and listen to representative works:</p> <ul style="list-style-type: none"> <li>Ludwig van Beethoven, <i>Symphony No. 6 ('Pastoral')</i>: first movement and from final movement, 'Thunderstorm' to end of symphony</li> </ul> <p><b>NOTATION</b> Review the following notation through the playing of Glockenspiel using Charanga Blackbird by the Beatles</p>  <ul style="list-style-type: none"> <li>Crotchet</li> <li>Minim</li> <li>Semi-breve</li> </ul> <ul style="list-style-type: none"> <li>Understand the following notation:</li> <li>Stave</li> </ul>  <ul style="list-style-type: none"> <li>Treble clef and names of lines and spaces in the treble clef</li> </ul>  <ul style="list-style-type: none"> <li>Crotchet rest: silent for one beat</li> <li>Minim rest: silent for two beats</li> <li>Semibreve rest: silent for four beats</li> </ul>  <ul style="list-style-type: none"> <li>Vocabulary: notation, treble clef, stave, crotchet, minim, semi-breve, rest, Bar line Staff Quaver Time signatures (4/4, 2/4, 3/4) Very soft Soft Loud Very loud</li> </ul>	<ul style="list-style-type: none"> <li>Can create his/her own symbols to represent different sounds and instruments in his/her compositions.</li> <li>Can perform given compositions/songs from memory.</li> <li>Can compose three note patterns.</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>Can take part in two-part songs</li> <li>Performing he/she can perform simple rhythmic and melodic patterns on an instrument to accompany a song.</li> <li>Can compare pieces, thinking about pitch, mood, rhythm and tempo.</li> <li>Can explain what they think a piece of music's purpose could be.</li> <li>Can begin to identify how many beats are in a bar when listening to pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Can create his/her own symbols to represent different sounds and instruments in his/her compositions.</li> <li>Can perform given compositions/songs from memory.</li> <li>Can compose three note patterns.</li> <li>Can take part in two-part songs.</li> <li>Can compare pieces, thinking about pitch, mood, rhythm and tempo.</li> <li>Can explain what they think a piece of music's purpose could be.</li> <li>Can begin to identify how many beats are in a bar when listening to pieces of music.</li> </ul>
Computing	<p><b>Content: We are communicators:</b> Develop a basic understanding of how email works.</p> <ul style="list-style-type: none"> <li>Gain skills in using email.</li> <li>Be aware of broader issues surrounding email, including 'netiquette' and online safety.</li> <li>Work collaboratively with a remote partner.</li> </ul>	<ul style="list-style-type: none"> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<ul style="list-style-type: none"> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>

	<ul style="list-style-type: none"> <li>Experience video conferencing.</li> </ul> <p><b>Online Safety</b> We are netiquette experts</p> <ul style="list-style-type: none"> <li>Understand that good online behaviour is important for making the internet an enjoyable place for everyone</li> <li>Understand that email is a widely used form of digital communication that lasts forever and can be shared.</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
RE	<ul style="list-style-type: none"> <li><b>Hinduism</b> – How can Brahman be everywhere?</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>	<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: Cricket/OAA</b></li> <li><b>Year 3/4: Athletics/Cricket</b></li> <li><b>Year 4: Athletics/OAA</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Cricket - Year 3/4 unit</b> <ul style="list-style-type: none"> <li>To develop 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> <li></li> </ul> </li> <li><b>OAA - Year 3/4 unit</b> <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 <ul style="list-style-type: none"> <li>be able to navigate around a grid</li> </ul> </li> <li>To draw a route using directions</li> <li>To be able to orientate a map</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Athletics – Year 3 unit</b> <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> </li> </ul>
MFL	<ul style="list-style-type: none"> <li>Les quatre amis (The four friends) (Y3 &amp; 3/4)</li> <li>Vive le sport! (Our sporting lives) (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> <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>

le cheval	the horse
le mouton	the sheep
le lapin	the rabbit
la souris	the mouse
Il galope.	He/It gallops.
Elle court.	She/It runs.
Il/Elle est ...	He/She/It is ...
gris(e)	grey
Non, le lapin ne galope pas, etc.	No, the rabbit doesn't gallop, etc.

**Additional flashcards**

vite	quickly
lentement	slowly
Il sautille.	He/It hops.
Elle trotte.	She/It scurries.
la pomme	the apple

Qu'est-ce que tu fais (lundi)?	What are you doing/do you do (on Monday(s))?
Je joue au tennis/basket.	I play tennis/basketball.
Je joue au cricket.	I play cricket.
Je fais du vélo.	I ride my bike/go cycling.
Je fais du skate.	I go skateboarding.
Je fais de la danse/natation.	I dance/swim.
zéro	zero
boire	to drink
manger	to eat
le jus d'orange	orange juice
le yaourt	yogurt
le poisson	fish
une pomme	an apple
les carottes (f. pl.)	carrots
le chocolat	chocolate
le coca	cola
les pommes frites (f. pl.)	chips
les bonbons (m. pl.)	sweets
Oui, c'est bon pour la santé.	Yes, it's good for your health.
Non, c'est mauvais pour la santé.	No, it's bad for your health.

PHSE

- **Safeguarding/Online Safety:** We are netiquette experts
- **Environment/Go-givers:** Sustainable Development (*Links with Water Cycle & Volume*)
- **Safeguarding/RNLI:** Water Safety Passport
- **Safeguarding/RNLI:** The Day I Fell In