

Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Topic	The Invaders are Coming!	Super Shang Dynasty	Ancient Egyptians	Magnificent Mayans	Roman Empire	It’s Not Easy Being Green
Cultural Capital	Harvest festival, Christmas at the Church, Community Christmas cards, sing at Institute, Remembrance Day, guest speaker, Children in Need	Easter celebration, Theatre trip, class trip, guest speaker, village walk, World Book Day	Oak Apple Day, Museum trip, Sports Day, Independence Day, guest speaker	Harvest festival, Christmas at the Church, Community Christmas cards, sing at Institute, Remembrance Day, guest speaker, Children in Need	Easter celebration, Theatre trip, class trip, guest speaker, village walk, World Book Day	Oak Apple Day, Sports Day, Independence Day, guest speaker
Maths	Year 3 Number and Place Value Read and write numbers up to 1000 in numerals and in words. Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s). <u>Addition and Subtraction</u> Recall or quickly find multiples of 5 bonds to 100. Use number bonds and number patterns to add and subtract 1-digit numbers from 2-digit numbers. Add several numbers, spotting doubles and bonds. Add and subtract multiples and near multiples of 10 by counting on and back or by using number facts and place value. Work systematically, using logical reasoning and deduction, to find number pairs that total a 2-digit number. Spot patterns to add any pair of 2-digit numbers, choosing an appropriate strategy, for example using bonds. Spot patterns to subtract any pair of 2-digit numbers, choosing an appropriate strategy, for example using bonds. Use knowledge of bonds to add to the next multiple of 10 and then on to 100. Begin to derive pairs of numbers that total 100. <u>Multiplication and Division</u> Recall doubles of numbers 1 to 20, derive the related halves and apply reasoning skills to choose numbers that will give the longest halving chains. Double 2-digit numbers to 50 and halve 2-digit numbers up to 100. Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables. Understand that division is the inverse of multiplication. Understand that a remainder is the amount left over after a division and begin to understand the patterns of remainders. Use commutativity to find multiplication facts using known facts. <u>Fractions, Decimals, Ratio and Percentages</u> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators, e.g. 1/2, 1/3s and 1/4s of multiples of 2, 3 and 4, using visual representations. Understand fractions as parts of a whole and compare unit fractions. Understand that a fraction is an equal part of	Year 3 Number and Place Value Understand 2- and 3-digit numbers; find 1, 10 or 100 more or less than a given number without difficulty. Round numbers to the nearest 10 and 100, using a number line. Identify, represent and estimate numbers using different representations including a number line. Multiply and divide by 10 (whole-number answers). Count from 0, in steps of 10, 50 and 100, and find 10 or 100 more or less than a given number; spot patterns in both systems to solve problems. Begin to compare and order numbers up to 1000, using < and > signs. Work systematically and make generalisations. <u>Addition and Subtraction</u> Find pairs with a total of 100 or a maximum total of £1.00. Add numbers mentally, including 2-digit and 3-digit numbers. Subtract 2-digit numbers from 3-digit numbers, and begin to subtract 3-digit numbers from 3-digit numbers, using counting up and by looking for patterns in the digits. Count up to find change from £5 and £10 (multiples of 5p). Solve simple word problems using addition or subtraction. Begin to add numbers with up to 3 digits, using formal written methods of columnar addition (1s greater than 10s or 10s greater than 100s). Investigate patterns when adding numbers, estimate the answer to a calculation and begin to use a systematic approach, including using inverse operations, to check answers. <u>Multiplication and Division</u> Understand the relationship between doubling and halving. Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables. Multiply 2-digit numbers by 4 by doubling twice, and divide 2-digit numbers by 4 by halving twice (whole-number answers). Solve problems, including missing number problems, involving multiplication and division. Double numbers, and halve even numbers, up to 100 by partitioning. Multiply numbers between 10 and 25 by 3, 4 and 5.	Year 3 Number and Place Value Count from 0 in multiples of 4, 8, 10, 50 and 100; find 10 or 100 more or less than a give number. Compare and order numbers up to 1000, using < and > signs. Solve number problems and practical problems involving these ideas. <u>Addition and Subtraction</u> Subtract a 2-digit or 3-digit number using place value. Find change from £10 and begin to find change from £20. Subtract numbers with up to 3 digits by counting up (difference less than 100); work systematically to find possibilities and begin to explain mathematical patterns. Estimate the answer to a calculation and use inverse operations to check answers (use addition to check subtraction). Use number facts to add and subtract numbers mentally, including a 3-digit number and 1s, a 3-digit number and 10s, and a 3-digit number and 100s, and explain their methods. Choose an appropriate strategy (mental or written) to solve addition of 3-digit numbers. Add numbers with up to 3 digits using column addition and using reasoning and trial and improvement. Use reasoning skills to invent appropriate addition questions. <u>Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables. Understand the relationship between multiplication and division. Write and calculate mathematical statements for multiplication using multiplication tables, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods, for example using grid methods to multiply 2-digit numbers by 3, 4, 5, and 8. Begin to make generalisations and solve problems, including missing number problems and word problems, involving 2-digit by 1-digit multiplication or division. Solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Write and calculate mathematical statements for division using the multiplication tables that they know, using mental and progressing to formal written methods, for example divide by 3, 4, 5, 8	Year 3 Number and Place Value Read and write numbers up to 1000 in numerals and in words. Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s). <u>Addition and Subtraction</u> Recall or quickly find multiples of 5 bonds to 100. Use number bonds and number patterns to add and subtract 1-digit numbers from 2-digit numbers. Add several numbers, spotting doubles and bonds. Add and subtract multiples and near multiples of 10 by counting on and back or by using number facts and place value. Work systematically, using logical reasoning and deduction, to find number pairs that total a 2-digit number. Spot patterns to add any pair of 2-digit numbers, choosing an appropriate strategy, for example using bonds. Spot patterns to subtract any pair of 2-digit numbers, choosing an appropriate strategy, for example using bonds. Use knowledge of bonds to add to the next multiple of 10 and then on to 100. Begin to derive pairs of numbers that total 100. <u>Multiplication and Division</u> Recall doubles of numbers 1 to 20, derive the related halves and apply reasoning skills to choose numbers that will give the longest halving chains. Double 2-digit numbers to 50 and halve 2-digit numbers up to 100. Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables. Understand that division is the inverse of multiplication. Understand that a remainder is the amount left over after a division and begin to understand the patterns of remainders. Use commutativity to find multiplication facts using known facts. <u>Fractions, Decimals, Ratio and Percentages</u> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators, e.g. 1/2, 1/3s and 1/4s of multiples of 2, 3 and 4, using visual representations. Understand fractions as parts of a whole and compare unit fractions. Understand that a fraction is an equal part of	Year 3 Number and Place Value Understand 2- and 3-digit numbers; find 1, 10 or 100 more or less than a given number without difficulty. Round numbers to the nearest 10 and 100, using a number line. Identify, represent and estimate numbers using different representations including a number line. Multiply and divide by 10 (whole-number answers). Count from 0, in steps of 10, 50 and 100, and find 10 or 100 more or less than a given number; spot patterns in both systems to solve problems. Begin to compare and order numbers up to 1000, using < and > signs. Work systematically and make generalisations. <u>Addition and Subtraction</u> Find pairs with a total of 100 or a maximum total of £1.00. Add numbers mentally, including 2-digit and 3-digit numbers. Subtract 2-digit numbers from 3-digit numbers, and begin to subtract 3-digit numbers from 3-digit numbers, using counting up and by looking for patterns in the digits. Count up to find change from £5 and £10 (multiples of 5p). Solve simple word problems using addition or subtraction. Begin to add numbers with up to 3 digits, using formal written methods of columnar addition (1s greater than 10s or 10s greater than 100s). Investigate patterns when adding numbers, estimate the answer to a calculation and begin to use a systematic approach, including using inverse operations, to check answers. <u>Multiplication and Division</u> Understand the relationship between doubling and halving. Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables. Multiply 2-digit numbers by 4 by doubling twice, and divide 2-digit numbers by 4 by halving twice (whole-number answers). Solve problems, including missing number problems and word problems, involving 2-digit by 1-digit multiplication or division. Solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Write and calculate mathematical statements for division using the multiplication tables that they know, using mental and progressing to formal written methods, for example divide by 3, 4, 5, 8	Year 3 Number and Place Value Count from 0 in multiples of 4, 8, 10, 50 and 100; find 10 or 100 more or less than a give number. Compare and order numbers up to 1000, using < and > signs. Solve number problems and practical problems involving these ideas. <u>Addition and Subtraction</u> Subtract a 2-digit or 3-digit number using place value. Find change from £10 and begin to find change from £20. Subtract numbers with up to 3 digits by counting up (difference less than 100); work systematically to find possibilities and begin to explain mathematical patterns. Estimate the answer to a calculation and use inverse operations to check answers (use addition to check subtraction). Use number facts to add and subtract numbers mentally, including a 3-digit number and 1s, a 3-digit number and 10s, and a 3-digit number and 100s, and explain their methods. Choose an appropriate strategy (mental or written) to solve addition of 3-digit numbers. Add numbers with up to 3 digits using column addition and using reasoning and trial and improvement. Use reasoning skills to invent appropriate addition questions. <u>Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables. Understand the relationship between multiplication and division. Write and calculate mathematical statements for multiplication using multiplication tables, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods, for example using grid methods to multiply 2-digit numbers by 3, 4, 5, and 8. Begin to make generalisations and solve problems, including missing number problems and word problems, involving 2-digit by 1-digit multiplication or division. Solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Write and calculate mathematical statements for division using the multiplication tables that they know, using mental and progressing to formal written methods, for example divide by 3, 4, 5, 8

	<p>a whole and that a unit fraction is one part and a non-unit fraction is several parts. Look for patterns, make predictions and begin to see the relationship between finding fractions of amounts and division.</p> <p><u>Measures</u> Tell and write the time to the nearest 5 minutes from an analogue or digital clock, including using Roman numerals from I to XII. Know the number of days in each month, year and leap year and use this to try different approaches and find ways of overcoming difficulties. Solve number and practical problems using place value to add and subtract amounts of money. Measure and compare lengths; (m/cm/mm) and capacity (ml/L).</p> <p><u>Geometry</u> Draw and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them.</p> <p><u>Statistics</u></p> <p>Year 4 <u>Number and Place Value</u> Recognise the place value of each digit in a 4-digit number (1000s, 100s, 10s, and 1s); order and compare numbers with up to 4 digits. Begin to place 4-digit numbers on number lines and round these to the nearest 10, 100 or 1000.</p> <p><u>Addition and Subtraction</u> Know bonds to the next 100. Use place value and number facts to add numbers with up to 4 digits, including fluency in adding any pair of 2-digit numbers. Use counting up to subtract numbers with up to 3 digits crossing one multiple of 100. Choose a method to subtract that is appropriate to the numbers in the calculation. Solve addition and subtraction problems for numbers with up to 3-digits, including in contexts of word problems, deciding which written or mental operations and methods to use and why. Use column addition to add 3-digit numbers; begin to add 4-digit numbers. Use expanded column subtraction to subtract 3-digit numbers. Use logical thinking to look for patterns in numbers.</p> <p><u>Multiplication and Division</u> Use the distributive law to multiply 2-digit numbers by a 1-digit number using formal written layout or mental methods. Use table facts and commutativity to perform multiplications involving multiples of 10. Recall multiplication and division facts for multiplication tables, for 2, 5, 10, 3, 4, 8, 6 and 9 times tables.</p>	<p>Multiply and divide multiples of 10 by 3, 4 and 5 (with no remainders). Begin to use the grid method to multiply 2-digit numbers from 10 to 25 by 1-digit numbers.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators, e.g. identify 1/2s, 1/3s, 1/4s, 1/5s, 1/6s and 1/8s, and say how many are needed to make a whole. Mark and identify simple fractions on 0 to 1 lines. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators, for example 1/2s, 1/3s, 1/4s, and 1/5s of amounts (whole number answers only). Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p><u>Measures</u> Tell and write the time to the nearest minute from an analogue clock, including using Roman Numerals from I to XII, or a digital clock. Calculate time intervals and compare durations of events. Begin to measure the perimeter of simple 2D shapes. Know the number of seconds in a minute.</p> <p><u>Geometry</u> Identify and draw 2D shapes, and describe their properties. Identify right angles, recognise that 2 right angles make a half turn, 3 make 3/4 of a turn and 4 complete a turn; identify whether angles are greater than or less than a right angle.</p> <p><u>Statistics</u></p> <p>Year 4 <u>Number and Place Value</u> Count on and back in multiples of 6, 7, 9, 25 and 1000 and work systematically, predicting and explaining patterns. Place 4-digit numbers on number lines, recognise the place value of each digit and round these to the nearest 10, 100 or 1000. Explain and justify reasoning about what happens when numbers are multiplied and divided by 10. Explain rules and patterns when dividing 2-digit numbers and 3-digit multiples of 10 × 10. Add amounts of money mentally using place value and number facts.</p> <p><u>Addition and Subtraction</u> Add and subtract 1s, 10s or 100s from numbers with up to 4 digits crossing multiples of 10, 100, or 1000. Use counting up subtraction to subtract 3-digit numbers and 4-digit numbers from multiples of 1000 and describe and explain patterns in digit sums.</p>	<p>with and without remainders (answers less than 20). Divide numbers just beyond the range of known table facts by subtracting 10 times the divisor.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems with fractions that involve all of the above. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.</p> <p><u>Measures</u> Add and subtract amounts of money to give change, using both £ and p in practical contexts. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (L/ml). Measure the perimeter of simple 2D shapes. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. Tell and write the time from 12-hour and 24-hour clocks.</p> <p><u>Geometry</u> Recognise angles as a property of shape or a description of a turn. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p><u>Statistics</u> Interpret and present data using bar charts, pictograms and tables. Solve 1-step and 2-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.</p> <p>Year 4 <u>Number and Place Value</u> Find 1, 10, 100 and 1000 more or less than a given number. Count backwards through zero to include negative numbers; use knowledge of factors and reasoning to solve problems. Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Solve number and practical problems with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.</p> <p><u>Addition and Subtraction</u> Add and subtract 1s, 10s or 100s from numbers with up to 4 digits crossing multiples of 10, 100, or 1000. Confidently add numbers with up to 4 digits using place value and number facts, including</p>	<p>a whole and that a unit fraction is one part and a non-unit fraction is several parts. Look for patterns, make predictions and begin to see the relationship between finding fractions of amounts and division.</p> <p><u>Measures</u> Tell and write the time to the nearest 5 minutes from an analogue or digital clock, including using Roman numerals from I to XII. Know the number of days in each month, year and leap year and use this to try different approaches and find ways of overcoming difficulties. Solve number and practical problems using place value to add and subtract amounts of money. Measure and compare lengths; (m/cm/mm) and capacity (ml/L).</p> <p><u>Geometry</u> Draw and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them.</p> <p><u>Statistics</u></p> <p>Year 4 <u>Number and Place Value</u> Recognise the place value of each digit in a 4-digit number (1000s, 100s, 10s, and 1s); order and compare numbers with up to 4 digits. Begin to place 4-digit numbers on number lines and round these to the nearest 10, 100 or 1000.</p> <p><u>Addition and Subtraction</u> Know bonds to the next 100. Use place value and number facts to add numbers with up to 4 digits, including fluency in adding any pair of 2-digit numbers. Use counting up to subtract numbers with up to 3 digits crossing one multiple of 100. Choose a method to subtract that is appropriate to the numbers in the calculation. Solve addition and subtraction problems for numbers with up to 3-digits, including in contexts of word problems, deciding which written or mental operations and methods to use and why. Use column addition to add 3-digit numbers; begin to add 4-digit numbers. Use expanded column subtraction to subtract 3-digit numbers. Use logical thinking to look for patterns in numbers.</p> <p><u>Multiplication and Division</u> Use the distributive law to multiply 2-digit numbers by a 1-digit number using formal written layout or mental methods. Use table facts and commutativity to perform multiplications involving multiples of 10. Recall multiplication and division facts for multiplication tables, for 2, 5, 10, 3, 4, 8, 6 and 9 times tables.</p>	<p>Multiply and divide multiples of 10 by 3, 4 and 5 (with no remainders). Begin to use the grid method to multiply 2-digit numbers from 10 to 25 by 1-digit numbers.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators, e.g. identify 1/2s, 1/3s, 1/4s, 1/5s, 1/6s and 1/8s, and say how many are needed to make a whole. Mark and identify simple fractions on 0 to 1 lines. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators, for example 1/2s, 1/3s, 1/4s, and 1/5s of amounts (whole number answers only). Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p><u>Measures</u> Tell and write the time to the nearest minute from an analogue clock, including using Roman Numerals from I to XII, or a digital clock. Calculate time intervals and compare durations of events. Begin to measure the perimeter of simple 2D shapes. Know the number of seconds in a minute.</p> <p><u>Geometry</u> Identify and draw 2D shapes, and describe their properties. Identify right angles, recognise that 2 right angles make a half turn, 3 make 3/4 of a turn and 4 complete a turn; identify whether angles are greater than or less than a right angle.</p> <p><u>Statistics</u></p> <p>Year 4 <u>Number and Place Value</u> Count on and back in multiples of 6, 7, 9, 25 and 1000 and work systematically, predicting and explaining patterns. Place 4-digit numbers on number lines, recognise the place value of each digit and round these to the nearest 10, 100 or 1000. Explain and justify reasoning about what happens when numbers are multiplied and divided by 10. Explain rules and patterns when dividing 2-digit numbers and 3-digit multiples of 10 × 10. Add amounts of money mentally using place value and number facts.</p> <p><u>Addition and Subtraction</u> Add and subtract 1s, 10s or 100s from numbers with up to 4 digits crossing multiples of 10, 100, or 1000. Use counting up subtraction to subtract 3-digit numbers and 4-digit numbers from multiples of 1000 and describe and explain patterns in digit sums.</p>	<p>with and without remainders (answers less than 20). Divide numbers just beyond the range of known table facts by subtracting 10 times the divisor.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems with fractions that involve all of the above. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.</p> <p><u>Measures</u> Add and subtract amounts of money to give change, using both £ and p in practical contexts. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (L/ml). Measure the perimeter of simple 2D shapes. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. Tell and write the time from 12-hour and 24-hour clocks.</p> <p><u>Geometry</u> Recognise angles as a property of shape or a description of a turn. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p><u>Statistics</u> Interpret and present data using bar charts, pictograms and tables. Solve 1-step and 2-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.</p> <p>Year 4 <u>Number and Place Value</u> Find 1, 10, 100 and 1000 more or less than a given number. Count backwards through zero to include negative numbers; use knowledge of factors and reasoning to solve problems. Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Solve number and practical problems with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.</p> <p><u>Addition and Subtraction</u> Add and subtract 1s, 10s or 100s from numbers with up to 4 digits crossing multiples of 10, 100, or 1000. Confidently add numbers with up to 4 digits using place value and number facts, including</p>
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	<p>Use the distributive law to multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout (grid). Double and halve 3-digit numbers using partitioning and be able to describe, explain and predict patterns. Begin to use place value and known and derived facts to divide numbers above tables facts. Work systematically and predict patterns.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Find unit fractions of amounts. Begin to recognise and show families of common equivalent fractions. Count in fractions, expressing each fraction in its simplest form. Recognise and write decimal and fraction equivalents of tenths and a 1/2. Find the effect of dividing a 1-digit or 2-digit number by 10, and recognise that the first place after the decimal point is a tenth.</p> <p><u>Measures</u> Read, write and convert time between analogue and digital 12-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Solve simple measures problems and convert between different units of measure – mm, cm, m; ml, l; g, kg.</p> <p><u>Geometry</u></p> <p><u>Statistics</u> Use mathematical reasoning to answer a question by collecting, displaying and interpreting data in a frequency table and bar chart, choosing an appropriate scale.</p>	<p>Use compact column subtraction to subtract 3-digit numbers. Read and interpret addition word problems. Add 2 numbers with up to 4 digits using the formal written method of columnar addition, including answers that are greater than 10 000. Use column addition to add several 2-digit numbers. Investigate and reason methodically and systematically. Add and subtract numbers with up to 4 digits using formal columnar addition and subtraction methods. Identify the calculation(s) needed to solve a word problem. Solve addition and subtraction 2-step problems in context.</p> <p><u>Multiplication and Division</u> Recognise and use factor pairs and commutativity in mental calculations, to solve multiplications and divisions involving 2-digit and 3-digit multiples of 10. Use place value and known and derived facts to multiply 2-digit and 3-digit numbers by a 1-digit number (including multiplying by 0 and 1) and to multiply three 1-digit numbers. Use a written method to multiply amounts of money by 1-digit numbers. Estimate and use inverse operations to check answer to a multiplication or division calculation. Multiply 2- and 3-digit numbers by a 1-digit number using formal written layout where appropriate. Multiply 2-digit numbers by 2-digit numbers using the distributive law (grid method). Use place value and known and derived facts to divide larger numbers (answers up to 50) including dividing by 1. Use doubling and halving to multiply and divide mentally. Recall multiplication and division facts for multiplication tables up to 12 × 12 and describe patterns in the tables. Solve problems involving multiplying and adding, including integer scaling and correspondence. Sustain a line of enquiry; make and test a hypothesis. Look for patterns and write rules.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Recognise and show families of common equivalent fractions and begin to compare fractions with non-like denominators. Begin to multiply and divide numbers by 10 and 100, understanding that this involves a shift of the digits on a place-value grid and identify the value of the digits in the answer as ones, tenths and hundredths. Solve simple problems involving fractions and find non-unit fractions of amounts where the answer is a whole number. Compare two 1-place decimals, place on a line and round decimals with 1 decimal place to the nearest whole number.</p> <p><u>Measures</u> Begin to convert between metric units of length, e.g. kilometres to metres, and solve problems involving different measures. Estimate, compare and calculate different measures, including solving simple money problems involving decimals to 2 decimal places. Solve simple problems involving finding the perimeter of rectilinear shapes. Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p><u>Geometry</u> Identify acute and obtuse angles and compare and order angles up to 2 right angles by size. Draw shapes with given properties and</p>	<p>fluency in adding any pairs of 2-digit numbers. When appropriate, use counting up to subtract numbers with up to 4 digits. Use counting up and subtraction to find change or solve money problems. Add numbers with up to 4 digits using the formal written method of columnar addition. Subtract numbers with up to 4 digits using the formal written method of expanded or compact columnar subtraction. Use inverse operations to check answers to a calculation. Use logical reasoning to create additions of 4-digit numbers to a given total.</p> <p><u>Multiplication and Division</u> Recognise and use factor pairs and commutativity in mental calculations, to solve multiplications and divisions involving 2-digit and 3-digit multiples of 10. Use place value and known and derived facts to multiply 2-digit and 3-digit numbers by a 1-digit number (including multiplying by 0 and 1) and to multiply three 1-digit numbers. Use a written method to multiply amounts of money by 1-digit numbers. Estimate and use inverse operations to check answer to a multiplication or division calculation. Multiply 2- and 3-digit numbers by a 1-digit number using formal written layout where appropriate. Multiply 2-digit numbers by 2-digit numbers using the distributive law (grid method). Use place value and known and derived facts to divide larger numbers (answers up to 50) including dividing by 1. Use doubling and halving to multiply and divide mentally. Recall multiplication and division facts for multiplication tables up to 12 × 12 and describe patterns in the tables. Solve problems involving multiplying and adding, including integer scaling and correspondence. Sustain a line of enquiry; make and test a hypothesis. Look for patterns and write rules.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Recognise and show families of common equivalent fractions and begin to compare fractions with non-like denominators. Use equivalent fractions to simplify and compare fractions with non-like denominators. Find non-unit fractions of amounts and solve problems involving harder fractions to calculate quantities. Recognise that tenths and hundredths arise when dividing by 10 and 100; multiply decimal numbers by 10 and 100, understanding that this involves a shift of the digits on a place-value grid. Count up and down in tenths and hundredths. Compare numbers with up to 2 decimal places, identify the value of the digits as ones, tenths and hundredths, and round</p>	<p>Use the distributive law to multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout (grid). Double and halve 3-digit numbers using partitioning and be able to describe, explain and predict patterns. Begin to use place value and known and derived facts to divide numbers above tables facts. Work systematically and predict patterns.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Find unit fractions of amounts. Begin to recognise and show families of common equivalent fractions. Count in fractions, expressing each fraction in its simplest form. Recognise and write decimal and fraction equivalents of tenths and a 1/2. Find the effect of dividing a 1-digit or 2-digit number by 10, and recognise that the first place after the decimal point is a tenth.</p> <p><u>Measures</u> Read, write and convert time between analogue and digital 12-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Solve simple measures problems and convert between different units of measure – mm, cm, m; ml, l; g, kg.</p> <p><u>Geometry</u></p> <p><u>Statistics</u> Use mathematical reasoning to answer a question by collecting, displaying and interpreting data in a frequency table and bar chart, choosing an appropriate scale.</p>	<p>Use compact column subtraction to subtract 3-digit numbers. Read and interpret addition word problems. Add 2 numbers with up to 4 digits using the formal written method of columnar addition, including answers that are greater than 10 000. Use column addition to add several 2-digit numbers. Investigate and reason methodically and systematically. Add and subtract numbers with up to 4 digits using formal columnar addition and subtraction methods. Identify the calculation(s) needed to solve a word problem. Solve addition and subtraction 2-step problems in context.</p> <p><u>Multiplication and Division</u> Recognise and use factor pairs and commutativity in mental calculations, to solve multiplications and divisions involving 2-digit and 3-digit multiples of 10. Recall multiplication and division facts for multiplication tables, for 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables. Use doubling and halving to multiply and divide by 4, and to multiply by 5 and 20. Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written layout (vertical algorithm – ladder). Notice patterns; make and test predictions. Predict and explain the patterns. Use place value and known and derived facts to divide numbers above table facts.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Recognise and show families of common equivalent fractions and begin to compare fractions with non-like denominators. Begin to multiply and divide numbers by 10 and 100, understanding that this involves a shift of the digits on a place-value grid and identify the value of the digits in the answer as ones, tenths and hundredths. Solve simple problems involving fractions and find non-unit fractions of amounts where the answer is a whole number. Compare two 1-place decimals, place on a line and round decimals with 1 decimal place to the nearest whole number.</p> <p><u>Measures</u> Begin to convert between metric units of length, e.g. kilometres to metres, and solve problems involving different measures. Estimate, compare and calculate different measures, including solving simple money problems involving decimals to 2 decimal places. Solve simple problems involving finding the perimeter of rectilinear shapes. Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p><u>Geometry</u> Identify acute and obtuse angles and compare and order angles up to 2 right angles by size. Draw shapes with given properties and</p>	<p>fluency in adding any pairs of 2-digit numbers. When appropriate, use counting up to subtract numbers with up to 4 digits. Use counting up and subtraction to find change or solve money problems. Add numbers with up to 4 digits using the formal written method of columnar addition. Subtract numbers with up to 4 digits using the formal written method of expanded or compact columnar subtraction. Use inverse operations to check answers to a calculation. Use logical reasoning to create additions of 4-digit numbers to a given total.</p> <p><u>Multiplication and Division</u> Recognise and use factor pairs and commutativity in mental calculations, to solve multiplications and divisions involving 2-digit and 3-digit multiples of 10. Use place value and known and derived facts to multiply 2-digit and 3-digit numbers by a 1-digit number (including multiplying by 0 and 1) and to multiply three 1-digit numbers. Use a written method to multiply amounts of money by 1-digit numbers. Estimate and use inverse operations to check answer to a multiplication or division calculation. Multiply 2- and 3-digit numbers by a 1-digit number using formal written layout where appropriate. Multiply 2-digit numbers by 2-digit numbers using the distributive law (grid method). Use place value and known and derived facts to divide larger numbers (answers up to 50) including dividing by 1. Use doubling and halving to multiply and divide mentally. Recall multiplication and division facts for multiplication tables up to 12 × 12 and describe patterns in the tables. Solve problems involving multiplying and adding, including integer scaling and correspondence. Sustain a line of enquiry; make and test a hypothesis. Look for patterns and write rules.</p> <p><u>Fractions, Decimals, Ratio and Percentages</u> Recognise and show families of common equivalent fractions and begin to compare fractions with non-like denominators. Use equivalent fractions to simplify and compare fractions with non-like denominators. Find non-unit fractions of amounts and solve problems involving harder fractions to calculate quantities. Recognise that tenths and hundredths arise when dividing by 10 and 100; multiply decimal numbers by 10 and 100, understanding that this involves a shift of the digits on a place-value grid. Count up and down in tenths and hundredths. Compare numbers with up to 2 decimal places, identify the value of the digits as ones, tenths and hundredths, and round</p>
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		<p>explain reasoning. Identify lines of symmetry in 2D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><u>Statistics</u></p>	<p>decimal numbers to the nearest whole. "Solve simple measure and money problems using fractions and decimals to 2 decimal places. Add and subtract 0.1 and 0.01. Recognise and write decimal and fraction equivalents of tenths, hundredths, 1/4, 1/2 and 3/4. Write additions of fractions with different denominators with a total of 1. Add and subtract fractions with the same denominator, including totals greater than 1.</p> <p><u>Measures</u> Begin to convert between metric units of length, e.g. kilometres to metres, and solve problems involving different measures. Convert between different metric units of measure, e.g. km to m; solve problems involving different measures. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Solve problems involving money. Find the area of rectilinear shapes.</p> <p><u>Geometry</u> Identify acute and obtuse angles and compare and order angles up to 2 right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Describe positions on a 2D grid as coordinates in the first quadrant. Describe movements between positions as translations of a unit left/right and up/down. Plot specified points and draw sides to complete a given polygon.</p> <p><u>Statistics</u> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>		<p>explain reasoning. Identify lines of symmetry in 2D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><u>Statistics</u></p>	<p>decimal numbers to the nearest whole. "Solve simple measure and money problems using fractions and decimals to 2 decimal places. Add and subtract 0.1 and 0.01. Recognise and write decimal and fraction equivalents of tenths, hundredths, 1/4, 1/2 and 3/4. Write additions of fractions with different denominators with a total of 1. Add and subtract fractions with the same denominator, including totals greater than 1.</p> <p><u>Measures</u> Begin to convert between metric units of length, e.g. kilometres to metres, and solve problems involving different measures. Convert between different metric units of measure, e.g. km to m; solve problems involving different measures. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Solve problems involving money. Find the area of rectilinear shapes.</p> <p><u>Geometry</u> Identify acute and obtuse angles and compare and order angles up to 2 right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Describe positions on a 2D grid as coordinates in the first quadrant. Describe movements between positions as translations of a unit left/right and up/down. Plot specified points and draw sides to complete a given polygon.</p> <p><u>Statistics</u> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
English	<p>Year 3 <u>Word Reding</u> Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Retell some stories orally Read books that are structured in different ways Use dictionaries to check meanings Identify themes and conventions Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) Recognise different forms of poetry Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Predict what might happen from details stated and implied Identify main ideas across paragraphs and summarise these Take turns in high-quality discussions about what they have heard/read Retrieve and record information from non-fiction</p> <p><u>Reading Comprehension</u> Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Retell some stories orally Read books that are structured in different ways Use dictionaries to check meanings</p>				<p>Year 3 <u>Word Reding</u> Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Retell some stories orally Read books that are structured in different ways Use dictionaries to check meanings Identify themes and conventions Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) Recognise different forms of poetry Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Predict what might happen from details stated and implied Identify main ideas across paragraphs and summarise these Take turns in high-quality discussions about what they have heard/read Retrieve and record information from non-fiction</p> <p><u>Reading Comprehension</u> Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Retell some stories orally Read books that are structured in different ways Use dictionaries to check meanings</p>	

<div>Identify themes and conventions Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) Recognise different forms of poetry Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Predict what might happen from details stated and implied Identify main ideas across paragraphs and summarise these Take turns in high-quality discussions about what they have heard/read Retrieve and record information from non-fiction</div> <div>Writing Transcription Use a wider range of prefixes and suffixes Spell wide range of homophones Spell words that are often misspelt Use possessive apostrophe for plurals Use a dictionary to spell words correctly Write from memory simple sentences dictated by the teacher Use the diagonal and horizontal strokes needed to join letters Know which letters are best left unjoined Increase the legibility, consistency and quality of handwriting</div> <div>Year 4 Word Reding Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words Read further exception words Note unusual correspondence between spelling and sound</div> <div>Reading Comprehension Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Retell some stories orally Read books that are structured in different ways Use dictionaries to check meanings Identify themes and conventions Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) Recognise different forms of poetry Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Make reasoned predictions of what might happen clearly derived from details both stated and implied Identify main ideas across paragraphs and summarise these Retrieve and record information from non-fiction Take turns in high-quality discussions about what they have heard/read</div> <div>Writing Transcription Use a wider range of prefixes and suffixes Spell wide range of homophones Spell words that are often misspelt Use possessive apostrophe for plurals Use a dictionary to spell words correctly Write from memory simple sentences dictated by the teacher Use the diagonal and horizontal strokes needed to join letters Know which letters are best left unjoined Increase the legibility, consistency and quality of handwriting</div>											
<div>Seal Surfer by Michael Foreman Outcome Recount: write a letter in role How To Train Your Dragon by Cressida Cowell. Outcome Non-fiction: non-chronological reports and instructions Winter's Child by Graham Baker-Smith, Ice Palace by Robert Swindells Outcome Fiction: write a fantasy story based on a fable Performance Poetry Outcome: create personification poems</div> <div>Vocabulary, Grammar and Punctuation Nouns and Pronouns for Clarity Consonants and Vowels</div>		<div>The Fossil Girl by Catherine Brighton Outcome Recount: write a fossil journal The Firework Maker's Daughter by Philip Pullman Outcome Fiction: descriptive narrative Big Blue Whale by Nicola Davies, This Morning I Met A Whale by Michael Morpurgo Outcome Persuasion: write an informative article Playing With Words Outcome: create poems that include word play</div> <div>Vocabulary, Grammar and Punctuation Verbs</div>		<div>Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty Outcome Fiction: write an adventure story The Boy Who Biked The World by Alistair Humphreys Outcome Recount: postcards and letter writing A Stage Full Of Shakespeare Stories (The Merchant Of Venice) by Angela McAllister Outcome Non-fiction: write a guide Shape Poems Outcome: create shape poems</div> <div>Vocabulary, Grammar and Punctuation Prepositions</div>		<div>Gorilla by Anthony Browne Outcome Fiction: write a fantasy story Mr Penguin And The Lost Treasure by Alex T Smith Outcome Non-fiction: museum guide, instructions Leon And The Place Between by Graham Baker-Smith, Oz The Great And Powerful (2013 film) Outcome Recount: write a diary Creating Images Outcome: create poems using figurative language</div> <div>Vocabulary, Grammar and Punctuation Singular and Plural Nouns</div>		<div>Escape From Pompeii by Christina Balit Outcome Fiction: write a historical narrative Let's Go To... by Pearson Outcome Non-Fiction: non-chronological report Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company Outcome Fiction: write an adventure story Exploring Poetic Form Outcome: create poems based on fairy tales</div> <div>Vocabulary, Grammar and Punctuation Adjectives Homophones Commas after Fronted Adverbials Expanded Noun Phrases</div>		<div>Alba The Hundred-Year-Old Fish by Lara Hawthorne, A Planet Full Of Plastic by Neal Layton Outcome Non-fiction: write an explanation and information board The Uncorker Of Ocean Bottles by Michelle Cuevas Outcome Fiction: narrative writing Blue John by Berlie Doherty Outcome Recount: write a letter Exploring Poetic Language Outcome: create and perform a choral poem</div> <div>Vocabulary, Grammar and Punctuation Verb Inflections Conjunctions to Express Time and Cause</div>	

	<p>Suffixes: -ly</p> <p>Past Tense</p> <p>Subordinate Clauses</p> <p>Adjectives</p> <p>‘A’ or ‘An’?</p> <p>Prefixes: super-, anti-, auto-</p> <p>Present Tense</p> <p>Apostrophes</p>	<p>Compound Nouns</p> <p>Prefixes: dis-, mis-, un</p> <p>Subordinating Conjunctions</p> <p>Inverted Commas</p> <p>Adverbs - Time, Place & Cause</p> <p>Prefixes: in-</p> <p>Suffixes: -ation</p> <p>Coordinating Conjunctions</p> <p>Organisational Devices</p>	<p>Prefixes: re-, sub-, inter-</p> <p>Suffixes beginning with Vowels</p> <p>Time Conjunctions</p> <p>Paragraphs</p> <p>Homophones</p> <p>Suffixes: -ous</p> <p>Word Families</p> <p>Place and Cause</p> <p>Conjunctions</p> <p>Editing and Evaluating</p>	<p>Pronouns</p> <p>Standard English</p> <p>Compound Words</p> <p>Adverbs To Express Time and Cause</p> <p>Possessive Pronouns</p> <p>Fronted Adverbials</p> <p>Prepositions To Express Time and Cause</p> <p>Plural and Possessive '-s'</p> <p>Commas</p>	<p>Editing and Evaluating</p> <p>Determiners</p> <p>Word Families</p> <p>Prepositional Phrases</p> <p>Verb Tenses - Present</p> <p>Inverted Commas</p>	<p>Suffixes</p> <p>Possessive Apostrophes</p> <p>Paragraphs</p> <p>Verb Tenses - Past</p> <p>Prefixes</p> <p>Plural Possessive</p> <p>Apostrophes</p> <p>Subordinate Clauses</p> <p>Organisational Devices</p>
<p>Year 3</p> <p><u>Spelling Patterns</u></p> <p>Words where the digraph ‘ou’ makes an /ow/ sound</p> <p>Words where the digraph ‘ou’ makes a /u/ sound</p> <p>Words where ‘y’ makes an /i/ sound</p> <p>Words ending in ‘-sure’</p> <p>Words ending in ‘-ture’</p> <p>Words with the prefix ‘re-’</p> <p>Words with the prefix ‘dis-’</p> <p>Words with the prefix ‘mis-’</p> <p>Words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words</p> <p>Words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words</p>	<p>Year 3</p> <p><u>Spelling Patterns</u></p> <p>Words with the digraph ‘ai’ and tetragraph ‘aigh’</p> <p>Words with the digraph ‘ei’ and tetragraph ‘eigh’</p> <p>Words where the digraph ‘ey’ makes an /ai/ sound</p> <p>Words with the suffix ‘-ly’</p> <p>Words that are homophones</p> <p>Words ending in ‘al’</p> <p>Words ending in ‘le’</p> <p>Words ending in ‘-ly’ where the base word ends in ‘le’</p> <p>Words ending in ‘-ly’ where the base word ends in ‘-ic’</p> <p>Words ending in ‘-ly’; exceptions</p>	<p>Year 3</p> <p><u>Spelling Patterns</u></p> <p>Words with the suffix ‘-er’</p> <p>Words where the digraph ‘ch’ makes a /k/ sound</p> <p>Words ending in ‘-gue’ and ‘-que’</p> <p>Words where the digraph ‘sc’ makes a /s/ sound</p> <p>Words that are homophones</p> <p>Words ending in ‘-sion’</p>	<p>Year 3</p> <p><u>Spelling Patterns</u></p> <p>Words where the digraph ‘ou’ makes an /ow/ sound</p> <p>Words where the digraph ‘ou’ makes a /u/ sound</p> <p>Words where ‘y’ makes an /i/ sound</p> <p>Words ending in ‘-sure’</p> <p>Words ending in ‘-ture’</p> <p>Words with the prefix ‘re-’</p> <p>Words with the prefix ‘dis-’</p> <p>Words with the prefix ‘mis-’</p> <p>Words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words</p> <p>Words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words</p>	<p>Year 3</p> <p><u>Spelling Patterns</u></p> <p>Words with the digraph ‘ai’ and tetragraph ‘aigh’</p> <p>Words with the digraph ‘ei’ and tetragraph ‘eigh’</p> <p>Words where the digraph ‘ey’ makes an /ai/ sound</p> <p>Words with the suffix ‘-ly’</p> <p>Words that are homophones</p> <p>Words ending in ‘al’</p> <p>Words ending in ‘le’</p> <p>Words ending in ‘-ly’ where the base word ends in ‘le’</p> <p>Words ending in ‘-ly’ where the base word ends in ‘-ic’</p> <p>Words ending in ‘-ly’; exceptions</p>	<p>Year 3</p> <p><u>Spelling Patterns</u></p> <p>Words with the suffix ‘-er’</p> <p>Words where the digraph ‘ch’ makes a /k/ sound</p> <p>Words ending in ‘-gue’ and ‘-que’</p> <p>Words where the digraph ‘sc’ makes a /s/ sound</p> <p>Words that are homophones</p> <p>Words ending in ‘-sion’</p>	<p>Year 3</p> <p><u>Spelling Patterns</u></p> <p>Words with the suffix ‘-er’</p> <p>Words where the digraph ‘ch’ makes a /k/ sound</p> <p>Words ending in ‘-gue’ and ‘-que’</p> <p>Words where the digraph ‘sc’ makes a /s/ sound</p> <p>Words that are homophones</p> <p>Words ending in ‘-sion’</p>
<p><u>Sentence</u></p> <p>Use prepositions to express time, place and cause.</p> <p>Use conjunctions and adverbs to express, time, place and cause</p> <p>Use a or an according to whether the next word begins with a vowel or consonant</p>	<p><u>Sentence</u></p> <p>Build an increasing range of sentence structures</p> <p>Use adverbs to express time, place and cause</p> <p>Form nouns with a range of prefixes</p>	<p><u>Sentence</u></p> <p>Use prepositions, conjunctions and adverbs to express time, place and cause</p> <p>Use a or an according to whether the next word begins with a vowel or consonant</p> <p>Build an increasing range of sentence structures</p>	<p><u>Sentence</u></p> <p>Use prepositions to express time, place and cause.</p> <p>Use conjunctions and adverbs to express, time, place and cause</p>	<p><u>Sentence</u></p> <p>Build an increasing range of sentence structures</p> <p>Use adverbs to express time, place and cause</p>	<p><u>Sentence</u></p> <p>Use a or an according to whether the next word begins with a vowel or consonant</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p>	<p><u>Sentence</u></p> <p>Use a or an according to whether the next word begins with a vowel or consonant</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p>
<p><u>Text</u></p> <p>Group related ideas into paragraphs</p> <p>Build a varied and rich vocabulary</p> <p>In narratives, create settings, characters and plot</p> <p>Discuss writing similar to that which they are planning to write</p>	<p><u>Text</u></p> <p>Assess the effectiveness of own and others’ writing</p> <p>Use headings and sub-headings to aid presentation</p> <p>Build a rich and varied vocabulary</p> <p>Use present and past tenses correctly and consistently including the progressive form and the present perfect form</p> <p>Discuss writing similar to that which they are planning to write</p> <p>Discuss and record ideas</p> <p>Oral rehearsal, use of rich vocabulary, and increasing range of sentence structures</p> <p>Assess own and other's writing</p>	<p><u>Text</u></p> <p>Group related ideas into paragraphs</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</p> <p>Use present and past tenses correctly and consistently including the progressive form and the present perfect form</p> <p>Discuss and record ideas</p> <p>Composing and rehearse sentences orally</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p>	<p><u>Text</u></p> <p>Group related ideas into paragraphs</p> <p>In narratives, create settings, characters and plot</p> <p>Build a varied and rich vocabulary</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p>	<p><u>Text</u></p> <p>Group related ideas into paragraphs</p> <p>Use present and past tenses correctly and consistently including the progressive and the present perfect forms</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p>	<p><u>Text</u></p> <p>In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</p> <p>Build a varied and rich vocabulary</p> <p>Use present and past tenses correctly and consistently including the progressive form and the present perfect form</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p>	<p><u>Text</u></p> <p>Group related ideas into paragraphs</p> <p>In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</p> <p>Build a varied and rich vocabulary</p> <p>Use present and past tenses correctly and consistently including the progressive form and the present perfect form</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p>
<p><u>Punctuation</u></p> <p>Use inverted commas to punctuate direct speech</p>	<p><u>Punctuation</u></p> <p>Oral rehearsal, use of rich vocabulary, and increasing range of sentence structures</p> <p>Assess own and other's writing</p>	<p><u>Punctuation</u></p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p>	<p><u>Punctuation</u></p> <p>Use inverted commas to punctuate direct speech</p> <p>Use punctuation correctly - apostrophes for the possessive (singular)</p>	<p><u>Punctuation</u></p> <p>Use inverted commas to punctuate direct speech</p> <p>Use punctuation correctly - apostrophes for the possessive (singular)</p>	<p><u>Punctuation</u></p> <p>Use punctuation correctly - apostrophes for the possessive (singular)</p>	<p><u>Punctuation</u></p> <p>Use punctuation correctly - apostrophes for the possessive (singular)</p>
<p>Year 4</p> <p><u>Spelling Patterns</u></p> <p>Words that are homophones</p> <p>Words with the prefix ‘in-’ meaning ‘not’</p> <p>Words with the prefixes ‘il-’, ‘im-’ and ‘ir-’</p> <p>Words with the prefix ‘sub-’ meaning ‘below’ or further divided</p> <p>Words with the prefix ‘inter-’ meaning ‘between or among’</p> <p>Words ending in ‘-ation’</p> <p>Words ending ‘-ly’</p> <p>Words where ‘ch’ makes a /sh/ sound</p>	<p>Year 4</p> <p><u>Spelling Patterns</u></p> <p>Words ending in ‘-sion’</p> <p>Words ending in ‘-ous’</p> <p>Words ending in ‘-ous’ incl. those where ‘ge’ from the base word remains</p> <p>Words where a suffix is added to words ending in ‘y’</p> <p>Words ending in ‘-ious’ and ‘eous’</p> <p>Words where ‘au’ makes an /or/ sound</p> <p>Words ending in ‘-tion’</p> <p>Words ending in ‘-sion’</p> <p>Words ending in ‘-cian’</p> <p>Words that are adverbs of manner</p>	<p>Year 4</p> <p><u>Spelling Patterns</u></p> <p>Words that are homophones</p> <p>Words spelled with ‘c’ before ‘i’ and ‘e’</p> <p>Words containing ‘sol’ and ‘real’</p> <p>Words containing ‘phon’ and ‘sign’</p> <p>Words with the prefixes ‘super-’, ‘anti-’ and ‘auto</p> <p>Words with the prefix ‘bi-’ meaning ‘two’</p> <p>Words that are plurals with possessive apostrophes</p>	<p>Year 4</p> <p><u>Spelling Patterns</u></p> <p>Words that are homophones</p> <p>Words with the prefix ‘in-’ meaning ‘not’</p> <p>Words with the prefixes ‘il-’, ‘im-’ and ‘ir-’</p> <p>Words with the prefix ‘sub-’ meaning ‘below’ or further divided</p> <p>Words with the prefix ‘inter-’ meaning ‘between or among’</p> <p>Words ending in ‘-ation’</p> <p>Words ending ‘-ly’</p> <p>Words where ‘ch’ makes a /sh/ sound</p>	<p>Year 4</p> <p><u>Spelling Patterns</u></p> <p>Words ending in ‘-sion’</p> <p>Words ending in ‘-ous’</p> <p>Words ending in ‘-ous’ incl. those where ‘ge’ from the base word remains</p> <p>Words where a suffix is added to words ending in ‘y’</p> <p>Words ending in ‘-ious’ and ‘eous’</p> <p>Words where ‘au’ makes an /or/ sound</p> <p>Words ending in ‘-tion’</p> <p>Words ending in ‘-sion’</p> <p>Words ending in ‘-cian’</p> <p>Words that are adverbs of manner</p>	<p>Year 4</p> <p><u>Spelling Patterns</u></p> <p>Words that are homophones</p> <p>Words spelled with ‘c’ before ‘i’ and ‘e’</p> <p>Words containing ‘sol’ and ‘real’</p> <p>Words containing ‘phon’ and ‘sign’</p> <p>Words with the prefixes ‘super-’, ‘anti-’ and ‘auto</p> <p>Words with the prefix ‘bi-’ meaning ‘two’</p> <p>Words that are plurals with possessive apostrophes</p>	<p>Year 4</p> <p><u>Spelling Patterns</u></p> <p>Words that are homophones</p> <p>Words spelled with ‘c’ before ‘i’ and ‘e’</p> <p>Words containing ‘sol’ and ‘real’</p> <p>Words containing ‘phon’ and ‘sign’</p> <p>Words with the prefixes ‘super-’, ‘anti-’ and ‘auto</p> <p>Words with the prefix ‘bi-’ meaning ‘two’</p> <p>Words that are plurals with possessive apostrophes</p>
<p><u>Sentences</u></p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Use fronted adverbials</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p> <p>Use Standard English for verb inflections</p>	<p><u>Sentences</u></p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Build an increasing range of sentence</p>	<p><u>Sentences</u></p> <p>Build a varied and rich vocabulary and consistently including the progressive form and the present perfect form</p> <p>Use paragraphs to organise information and ideas around a theme</p>	<p><u>Sentences</u></p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Use fronted adverbials</p> <p>Extend the range of sentences with more than one clause by using a wider range of</p>	<p><u>Sentences</u></p> <p>Use Standard English forms for verb inflections</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p>	<p><u>Sentences</u></p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p>	<p><u>Sentences</u></p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p>
<p><u>Text</u></p> <p>Organise paragraphs around a theme</p>	<p><u>Text</u></p> <p>Organise paragraphs around a theme</p>	<p><u>Text</u></p> <p>Build a rich and varied vocabulary</p> <p>Use present and past tenses correctly and consistently including the progressive form and the present perfect form</p> <p>Use paragraphs to organise information and ideas around a theme</p>	<p><u>Sentences</u></p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Use fronted adverbials</p> <p>Extend the range of sentences with more than one clause by using a wider range of</p>	<p><u>Text</u></p> <p>Build a varied and rich vocabulary</p> <p>Organise paragraphs around a theme</p>	<p><u>Text</u></p> <p>Build a varied and rich vocabulary</p> <p>Organise paragraphs around a theme</p>	<p><u>Text</u></p> <p>Build a varied and rich vocabulary</p> <p>Organise paragraphs around a theme</p>

	<p>Build a varied and rich vocabulary</p> <p>Discuss writing similar to that which they are planning to write</p> <p><u>Punctuation</u></p> <p>Use commas after fronted adverbials</p> <p>Use and punctuate direct speech</p>	<p>structures</p> <p>Use Standard English for verb inflections</p> <p><u>Text</u></p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)</p> <p>Use present and past tenses correctly and consistently including the progressive form and the present perfect form</p> <p>Discuss writing similar to that which they are planning to write</p> <p>Discuss and record ideas</p> <p>Oral rehearsal, use of rich vocabulary, and increasing range of sentence structures</p> <p>Assess own and other's writing</p> <p><u>Punctuation</u></p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>The grammatical difference between plural and possessive ‘s’</p> <p>Use and punctuate direct speech</p>	<p>Variety of verb forms used correctly and consistently</p> <p>Discuss and record ideas</p> <p>Composing and rehearse sentences orally</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p><u>Punctuation</u></p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>The grammatical difference between plural and possessive ‘s’</p>	<p>conjunctions including when, if, because, although</p> <p>Use Standard English forms for verb inflections</p> <p><u>Text</u></p> <p>Organise paragraphs around a theme</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Build a varied and rich vocabulary</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p><u>Punctuation</u></p> <p>Use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>The grammatical difference between plural and possessive ‘s’</p>	<p>Organise paragraphs around a theme</p> <p>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p><u>Punctuation</u></p> <p>Use and punctuate direct speech</p> <p>Use commas after fronted adverbials</p>	<p>Use present and past tenses correctly and consistently including the progressive form and the present perfect form</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p><u>Punctuation</u></p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Recognise the grammatical difference between plural and possessive ‘s’</p>
<p>Science</p> <p>Kapow</p>	<p>Year 3/4</p> <p>Energy: Light and shadows</p> <p>Recall examples of light sources, objects that do not give out light and that darkness is the absence of light.</p> <p>Describe ways to protect eyes from harm.</p> <p>Describe what happens when light reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image.</p> <p>Describe how shadows form and identify patterns between groups of materials and the shadows produced.</p> <p>Recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow</p> <p>Describe the pattern of changing shadows throughout the day.</p> <p>Describe how the light source’s distance affects the shadow's size.</p> <p>Explain why a particular material is appropriate for making a shadow puppet and use knowledge of shadows to animate it.</p> <p>Working Scientifically:</p> <p>Recall what information needs recording to decide the number of columns in a results table and suggest suitable headings for the results table.</p> <p>Record information in the correct columns.</p> <p>Identify if a question is testable, explain why and plan ways to answer a testable question.</p> <p>Select which variables will be changed, measured and controlled in the experiment.</p> <p>I can describe patterns in data and quote values as evidence of patterns in data.</p> <p>I can identify odd results that do not fit the pattern.</p> <p>I can use patterns to make predictions for missing data.</p> <p>Key Vocabulary:</p>	<p>Year 3/4</p> <p>Materials: Rocks and soil</p> <p>Define the term rock.</p> <p>Describe the appearance of different rocks, identifying both crystals and grains.</p> <p>Group rocks by their absorbency, hardness and reaction to acid rain (vinegar).</p> <p>List the different factors that break down rocks.</p> <p>Describe fossil formation and identify fossils in rocks.</p> <p>Describe the work of a palaeontologist.</p> <p>Name, describe and compare some different categories of soil.</p> <p>List some of the benefits of earthworms to the soil.</p> <p>Identify and describe the comparative size and weight of the layers in a sedimentation jar.</p> <p>Working Scientifically:</p> <p>Use a magnifying glass correctly to observe the appearance of a rock in detail.</p> <p>Use results to choose the appropriate rock type for a specific use, suggest a better choice of rock for a specific use and predict how a rock will be affected by the weather.</p> <p>Research and present information on fossil formation using a single source.</p> <p>Use a model of the fossil record to determine the relative age of a fossil, to suggest how a living thing has changed over time and to suggest what living things were around in a certain era.</p> <p>Draw and label the bars on a bar chart.</p> <p>Accurately draw and label the layers of sediment in a sedimentation jar.</p> <p>Key Vocabulary:</p> <p>bar chart, conclusion, crystal, diagram, fossil, grain, group, hard, hardness, observe, predict, record, research, rock, sediment, sedimentary rock, sedimentation, soft, soil</p>	<p>Year 3/4</p> <p>Energy: Electricity and circuits</p> <p>Recall a range of electrical appliances, classify them as mains or battery-powered and explain why.</p> <p>Explain how to test if a circuit works and identify when simple electric circuits will work.</p> <p>Identify symbols for open and closed switches and give examples of how switches are useful.</p> <p>Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit.</p> <p>Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights and that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light.</p> <p>Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators.</p> <p>Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be and explain that the bulbs will be dimmer when more are added to a circuit, as less energy is transferred to each of them.</p> <p>Describe precautions for working safely with electricity and explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators.</p> <p>Working Scientifically:</p> <p>Draw a results table and record a range of appliances under the correct headings ‘Mains’ or ‘Batteries’.</p> <p>Identify and draw simplified electric circuit symbols and use these to draw a simplified circuit diagram.</p>	<p>Year 3/4</p> <p>Forces and space: Forces and magnets</p> <p>Identify examples of pushes, pulls and twists.</p> <p>Define a force, including describing, naming and classifying contact and non-contact forces.</p> <p>Describe the relationship between friction and the roughness of a surface.</p> <p>Identify examples of friction being useful or not.</p> <p>Predict attraction and repulsion between like and opposite poles.</p> <p>Identify examples of magnetic and non-magnetic materials.</p> <p>Name some examples of types of magnets and compare their strengths.</p> <p>Describe some examples of the uses of magnets.</p> <p>Working Scientifically:</p> <p>Use arrows and scientific vocabulary to show the direction of a contact force.</p> <p>Use evidence to support conclusions.</p> <p>Identify the variables to change, measure and control.</p> <p>Write a method to explain how to use a magnet to sort and classify materials as magnetic or non-magnetic.</p> <p>Label the axes of a bar chart.</p> <p>Draw bars on a chart accurately.</p> <p>Identify key information from a source.</p> <p>Use more than one source to research a question.</p> <p>Key Vocabulary:</p> <p>attract, contact force, electromagnet, force, friction, magnet, magnetic material, magnetism, non-contact force, non-magnetic material, north pole, repel, south pole</p> <p>Year 3/4</p> <p>Materials: States of matter</p> <p>Identify solids, liquids and gases using their properties.</p>	<p>Year 3/4</p> <p>Energy: Sound and vibrations</p> <p>Describe how sounds are made.</p> <p>Describe how sounds are heard through different mediums.</p> <p>Explain the relationship between vibration strength and volume.</p> <p>Describe the relationship between volume and distance.</p> <p>Describe pitch and how to change it.</p> <p>Explain how insulating materials can be used to muffle sound.</p> <p>Working Scientifically:</p> <p>To observe closely how different instruments create a sound.</p> <p>Research how whales and dolphins communicate underwater.</p> <p>Present results using a bar chart.</p> <p>Suggest which variables to measure and for how long.</p> <p>Design simple results tables.</p> <p>Identify when results or observations do not match predictions.</p> <p>Key Vocabulary:</p> <p>air, bar chart, eardrum, insulator, observe, pitch, plan, predict, proof, record, research, results table, sound, trustworthy, vibration, volume</p> <p>Year 3/4</p> <p>Living things: Classification and changing habitats</p> <p>Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates.</p> <p>Group plants in various ways, including flowering and non-flowering plants.</p> <p>Recognise and describe different habitats and their inhabitants.</p> <p>Recognise the impact humans can have on habitats.</p> <p>Recognise the impact of natural disasters</p>	<p>Year 3/4</p> <p>Plants: Plant reproduction</p> <p>Identify what plants need to grow healthily.</p> <p>Describe the structure and function of the parts of flowering plants.</p> <p>Investigate how plants transport water.</p> <p>Describe the life cycle of a flowering plant.</p> <p>Explain seed dispersal methods.</p> <p>Working Scientifically:</p> <p>Pose relevant questions.</p> <p>Design and record in results tables.</p> <p>Plan a simple enquiry.</p> <p>Complete, read and interpret data in a bar chart.</p> <p>Identify and suggest changes to an enquiry.</p> <p>Use results to draw conclusions.</p> <p>Key Vocabulary:</p> <p>bar chart, conclusion, female, flower, flowering plant, fruit, male, pattern, pollen, pollination, predict, record, reproduction, results table, seed, seed dispersal, transport, variable</p> <p>Year 3/4</p> <p>Making connections: how does the flow of liquid compare?</p> <p>Recall key knowledge from previous units.</p> <p>Apply knowledge in new contexts.</p> <p>Working Scientifically:</p> <p>Carry out a full scientific enquiry.</p> <p>Key Vocabulary:</p> <p>bar chart, condensing, cell/battery, conclusion, evaluate, evaporating, gas, insect, liquid, medicine, motor, pharmacology, pharmacologist, precipitation, predict, solid, switch, temperature, the water cycle, trustworthy, variable, viscosity, water vapour</p>

	<p>cast a shadow, conclusion, control variable, dangerous, light source, luminous, non-luminous, opaque, protect, prove, reflect, reflection, reflective (shiny), relationship, shadow, shadow puppet, translucent, transparent, variable</p> <p>Year 3/4 Animals, including humans: Movement and nutrition Recall the three key functions of the skeleton (movement, support and protection). Describe a vertebrate, invertebrate, endoskeleton and exoskeleton. Identify and name the skull, spine, ribs and pelvis on a diagram. Recall that muscles cause movements in the body, some of which we control by choice and that they cause a movement by shortening and pulling on a bone. Recall that animals, including humans, need to eat food to survive. Describe some examples of how energy is used by the body and make comparisons about the energy demands between people. List some of the seven nutrient groups, name foods that are good sources of them and describe what they are needed for in the body. Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions. Working Scientifically: Use information about skeletons to group animals. Record measurements of different bones and use the data to sort them into size order. Describe some ways scientific research has improved the field of bionics/prosthetics, such as the choice of materials or linking their movement to muscles in the arm. Find relevant data on food packaging and make numerical comparisons. Summarise key information using secondary sources. Describe some changes to scientific knowledge and jobs that require this information. Key Vocabulary: balanced diet, bone, carbohydrate, conclude, diet, endoskeleton, energy, exoskeleton, fat, fibre, invertebrate, joint, measure, mineral, movement, muscle, nutrient, pelvis, protection, protein, ribs, skeleton, skull, spine, support, vertebrate, vitamin</p>	<p>Year 3/4 Animals, including humans: Digestion and food Label key organs found in the digestive system and describe each of their functions. Describe the functions of the four different types of adult human teeth using key vocabulary. Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush. Produce a food chain that begins with a plant and has arrows that move up the food chain. Define a producer, predator and prey and identify examples in food chains. Describe digestion, teeth and diets when talking about the observed poo clues. Write a letter that uses a range of scientific vocabulary from the unit. Working Scientifically: Evaluate a strength or weakness of the digestive system model. Describe an example of evidence that can be used to study teeth. Evaluate a method by considering its limitations. Recall that scientific research needs repeated results before being used in society. Identify trends in predators and prey. Draw a results table that has space for observations about different poo samples. Key Vocabulary: canine, carnivore, conclusion, control variable, diagram, digest, digestive system, ethics, faeces, food chain, fair test, group, herbivore, incisor, large intestine, molar, mouth, nutrient, oesophagus, omnivore, pattern, plan, predator, premolar, prey, producer, proof, record, results table, saliva, small intestine, stomach, trustworthy, variable</p>	<p>Write a method for the investigation that considers appropriate equipment, ordering clearly written steps and considering safety. Pose questions relating to bulbs in an electrical circuit. Explain why a selected question is testable. Suggest that new inventions will change safety advice. Key Vocabulary: appliance, battery/cell, bulb, buzzer, circuit, conclusion, electrical conductor, electrical insulator, electricity, mains, method, motor, pattern, power source, predict, property, results table, switch, wire, variable</p> <p>Year 3/4 Making connections: does hand span affect grip strength Recall key knowledge from previous units. Apply knowledge in new contexts. Working Scientifically: Carry out a full scientific enquiry. Key Vocabulary: bar chart, bone, carbohydrate, conclusion, evaluate, fat, flower, fruit, friction, grip strength, joint, light source, material, muscle, nutrition, opaque, predict, property, protein, seed, shadow, trustworthy, variable</p>	<p>Describe melting, freezing, condensing and evaporating. Describe the different stages of the water cycle. Describe how temperature affects the rate of evaporation and, therefore, the water cycle. Working Scientifically: Ask relevant questions. Use results to draw simple conclusions. Use thermometers to take accurate measurements. Make predictions for new values. Record findings using labelled diagrams. Research using more than one source. Key Vocabulary: boiling point, climate change, compress, condensation, condensing, condensing point, drought, evaporating, evaporation rate, flood, force, freezing, freezing point, gas, gaseous, liquid, matter, melting, melting point, precipitation, rate, solid, state, steam, temperature, thermometer, the water cycle, volume, water vapour</p>	<p>on habitats. Working Scientifically: Record data in different ways. Apply and create classification keys. Make careful observations. Make and use classification keys. Present information in different ways. Research using an information sheet. Key Vocabulary: amphibian, bird, classification key, classify, conservation, deforestation, endangered, fish, flowering plants, group, habitat, insect, invertebrate, mammal, nature reserve, non-flowering plants, observe, pollution, reptile, research, slug, snail, spider, vertebrate, worm</p>	
<p>RE</p> <p>Discovery RE Cornwall Agreed Syllabus for RE 2020 - 2025</p>	<p>Year 3 & 4 Unit L2.1 (UC) Christianity (Creation) What do Christians learn from the Creation Story? (UC) Creation</p> <p>I can place Creation on a timeline of the Bible’s big story. I can make links between Genesis 1 and what Christians believe. I can describe what Christians do because</p>	<p>Year 3 & 4 Unit L2.9 Islam (Ibadah) How do festivals and worship show what matters to a Muslim? (Ibadah/ worship)</p> <p>I can identify beliefs about God in Islam. I can make clear links between beliefs about God and Ibadah (worship). I can give examples of Ibadah and what they involve. E.g : fasting. I can make links between the ways Muslims worship at home</p>	<p>Year 3 & 4 Unit L2.4 Christianity (Gospel) What kind of world did Jesus want?</p> <p>I can identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ I can suggest ideas and then find out about</p>	<p>Year 3 & 4 Unit L2.3 Christianity (God/Incarnation) What is the trinity and why is it important to Christians?</p> <p>I can recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains I can offer suggestions about what texts about baptism and Trinity mean I can give examples of what these texts mean to some Christians today</p>	<p>Year 3 & 4 Unit L2.8 Hinduism (Dharma) What does it mean to be Hindu in Britain today?</p> <p>I can describe how Hindus show their faith within their families in Britain today (e.g. home puja) I can describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in</p>	<p>Year 3 & 4 Unit L2.6 Christianity (Kingdom of God) For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>I can make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth I can offer informed suggestions about what the events of Pentecost in Acts 2 might mean I can give examples of what Pentecost means</p>

	<p>they believe God is the Creator. I can recognise that the story of ‘The Fall’ gives an explanation of why things go wrong in the world.</p> <p>Unit L2.7 Hinduism (Brahman/atman) What do Hindu’s believe God is like? I can identify some Hindu deities and say how they help Hindus describe God I can make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God I can offer informed suggestions about what Hindu murtis express about God I can make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) I can identify some different ways in which Hindus worship I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today I can make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for my ideas</p>	<p>and in the community. I can make links between the Muslim idea of living in Harmony with the creator and with all people.</p> <p>Unit L2.2 Christianity What is it like for someone to follow God? I can make links between the story of Noah and the idea of covenant. I can make links between promises in the Noah story and promises made at a Christian wedding ceremony. I can make links between the story of Noah and how we live in school and the wider world.</p>	<p>what Jesus’ actions towards outcasts mean for a Christian I can give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways I can make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p> <p>Unit L2.12 Christianity, Islam, Judaism, Non-religious How and why do people try to make the world a better place? I can identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) I can make links between religious beliefs and teachings and why people try to live and make the world a better place I can make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) I can describe some examples of how people try to live (e.g. individuals and organisations) I can identify some differences in how people put their beliefs into action I can raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better I can make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas I can express my own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views.</p>	<p>I can describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what Christians believe God is like.</p> <p>Unit L2.10 Judaism (God/Torah/The people) How do Festivals and family life show what matters to Jewish people? I can identify some Jewish beliefs about God, sin and forgiveness. I can make clear links between the story of the Exodus and beliefs about God’s relationship with the Jewish people. I can make simple links about Jewish beliefs about God and his people and how Jews live I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities I can raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas.</p>	<p>festivals such as Diwali) I can identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) I can identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean I can make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma) I can raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for my ideas.</p> <p>Unit L2.5 (UC) Christianity (Salvation) Why do Christians call the day Jesus died ‘Good Friday’ I can recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live I can offer informed suggestions about what the events of Holy Week mean to Christians I can give examples of what Christians say about the importance of the events of Holy Week I can make simple links between the Gospel accounts and how Christians mark the Easter events in their communities I can describe how Christians show their beliefs about Jesus in worship in different ways I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for my suggestions.</p>	<p>to some Christians now I can make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now I can describe how Christians show their beliefs about the Holy Spirit in worship I can make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for my ideas</p> <p>Unit L2.11 Local Cornwall How and why do people in Cornwall mark significant events in community life? I can identify festivals that are unique to Cornwall and explain how they started. I can offer informed suggestions about the meaning and importance of ceremonies/festivals for religious and non-religious people today in Cornwall. I can describe special times in the Cornish year and make links between beliefs and importance of these special events to the people of Cornwall. I can identify some differences in how people celebrate community life. I can raise questions and suggest answers about why it is important for everyone to feel part of a community. I can make links behind festivals that mark different times of the year in Cornwall. I can give good reasons why I think ceremonies of commitment are or are not valuable today.</p>	
RE Key Vocabulary	<p>Year 3 Advent, Arabic, Ascension, Ceremony, Charity, Commitment, Communion, Eucharist, Hajj, Id-ul-Adha, Imam, Lectern, Lent, Pentecost, Prophet, Sermon, Shahada, Trinity</p> <p>Year 4 Affirmation, Brahman, Communion, Creed, Dharma, Gospel, Hindus, Holi, Incarnation , Karma, Kashrut, Lotus, Mandir, Moksha, Murtis, Om, Reincarnation, Ramadan, Salvation , Scripture, Shrine</p>						
PE Focussing on Physical, Cognitive skills. Twinkl Move	<p>Social and Emotional Development <u>By the end of Year 3, pupils should be able to:</u> Recognise where they are with their learning and challenge themselves Persevere with challenging tasks and react positively when things are difficult Co-operate with others on simple tasks and give and receive feedback Work effectively in small groups where roles are clearly defined Recognise when others are finding tasks challenging and provide support and encouragement Describe the basic fitness components Explain how often and how long they should exercise to be healthy Record and monitor how hard they are working</p>			<p>Social and Emotional Development <u>By the end of Year 4, pupils should be able to:</u> Identify and describe their own strengths and weaknesses Set appropriate and challenging targets for themselves Contribute to organising roles and responsibilities within a small group Guide a small group through a simple task Select and perform their own warm up and cool down activities, appropriate to the activity Explain how different activities help develop the different components of fitness</p>			
	<p>Swimming, Gymnastics, Hockey, Multi-skills Year 3 <u>Swimming</u> I am beginning to swim competently, confidently and proficiently over a distance of at least 25 metres. I am beginning to use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. I am beginning to perform safe self-rescue in different water-based situations.</p> <p><u>Gymnastics</u> I can perform a range of jumps accurately. I can accurately perform a forward roll from</p>	<p>Dance, Football, Circuit training, Badminton Year 3 <u>Dance</u> I can create a short dance, inspired by rainforests. I can adapt movement phrases to vary the length of a dance. I can combine movement phrases of different speeds in a dance. I can use dance vocabulary to evaluate and improve a dance performance. I can use dance vocabulary to improve the sequence and performance of a dance.</p> <p>Football</p>	<p>Athletics, Cricket, Tennis Year 3 <u>Athletics</u> I can practise existing running, jumping and throwing skills. I can sprint effectively. I can run with fluency over hurdles. I can jump for distance. I can develop and refine different throwing techniques. I can learn different push throw techniques.</p> <p><u>Cricket</u> I can use an overarm throw to hit a target with accuracy.</p>	<p>Swimming, Gymnastics, Netball/Basketball, Multi-skills Year 3 <u>Swimming</u> I am beginning to swim competently, confidently and proficiently over a distance of at least 25 metres. I am beginning to use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. I am beginning to perform safe self-rescue in different water-based situations.</p> <p><u>Gymnastics</u> I can perform a range of jumps accurately.</p>	<p>Dance, Rugby, OAA, Football Year 3 <u>Dance</u> I can create a short dance, inspired by rainforests. I can adapt movement phrases to vary the length of a dance. I can combine movement phrases of different speeds in a dance. I can use dance vocabulary to evaluate and improve a dance performance. I can use dance vocabulary to improve the sequence and performance of a dance.</p> <p>Rugby</p>	<p>Athletics, Rounders. Tennis Year 3 <u>Athletics</u> I can practise existing running, jumping and throwing skills. I can sprint effectively. I can run with fluency over hurdles. I can jump for distance. I can develop and refine different throwing techniques. I can learn different push throw techniques.</p> <p><u>Rounders</u> I can use an overarm throw to hit a target with accuracy.</p>	

	<p>standing and a tucked backward roll.</p> <p>I can perform a squat on vault accurately.</p> <p>I can perform a lunge into handstand and a cartwheel accurately.</p> <p>I can link movements together by performing a chassis step, straight jump half-turn and cat leap.</p> <p>I can create and perform a gymnastics sequence with a partner.</p>	<p>I can develop dribbling and ball control skills in football</p> <p>I can find and use space effectively.</p> <p>I can learn the defensive skills of marking and tackling.</p> <p>I can learn how to shoot in football.</p> <p>I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can use the skills I have learnt and apply them in a game.</p>	<p>I can strike a ball in an intended direction.</p> <p>I can work cooperatively to field a ball.</p> <p>I can use striking and fielding skills in a game.</p> <p>I can design and play games that use striking and fielding skills.</p>	<p>I can accurately perform a forward roll from standing and a tucked backward roll.</p> <p>I can perform a squat on vault accurately.</p> <p>I can perform a lunge into handstand and a cartwheel accurately.</p> <p>I can link movements together by performing a chassis step, straight jump half-turn and cat leap.</p> <p>I can create and perform a gymnastics sequence with a partner.</p>	<p>I can throw and catch a rugby ball.</p> <p>I can move with the ball into space.</p> <p>I can apply the rules of touch rugby.</p> <p>I can gain possession by intercepting a pass.</p> <p>I can use my attacking and defending skills and knowledge to make tactical decisions.</p> <p>I can watch and evaluate the performance of others.</p>	<p>I can strike a ball in an intended direction.</p> <p>I can work cooperatively to field a ball.</p> <p>I can use striking and fielding skills in a game.</p> <p>I can design and play games that use striking and fielding skills.</p>
	<p>Hockey</p> <p>I can apply the basic principles of invasion games.</p> <p>I can move with the ball.</p> <p>I can use a range of techniques to pass the ball.</p> <p>I can understand the basic principles of defending in invasion games.</p> <p>I can understand the basic principles of attacking in invasion games.</p>	<p>Circuit training</p> <p>I can travel in a variety of ways.</p> <p>I can change the direction, level and speed of travel.</p> <p>I can use a range of ball control skills.</p> <p>I can control movements using balance and coordination.</p> <p>I can use a range of movement skills in circuit activities.</p> <p>I can adapt and improve performances in a circuit activity.</p>	<p>Tennis</p> <p>I can use effective footwork, movement and positioning in the context of net and wall games.</p> <p>I can roll and throw a ball accurately.</p> <p>I can develop ball control when using a racket.</p> <p>I can hit a ball accurately using the forehand technique.</p> <p>I can travel in a variety of ways.</p> <p>I can use the backhand technique in different ways.</p> <p>I can play competitive net and wall-based games.</p>	<p>Netball/Basketball</p> <p>I can develop dribbling and ball control skills.</p> <p>I can find and use space effectively.</p> <p>I can learn the defensive skills of marking and tackling.</p> <p>I can learn how to shoot.</p> <p>I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can use the skills I have learnt and apply them in a game.</p>	<p>OAA</p> <p>I can work effectively with others to complete a task.</p> <p>I can communicate effectively.</p> <p>I can follow multi-step instructions.</p> <p>I can solve a range of problems when working with others.</p> <p>I can follow a set of directions correctly.</p> <p>I can give clear and precise directions for someone else to follow.</p> <p>I can know what orienteering is.</p> <p>I can know and understand a range of map symbol</p>	<p>Tennis</p> <p>I can use effective footwork, movement and positioning in the context of net and wall games.</p> <p>I can roll and throw a ball accurately.</p> <p>I can develop ball control when using a racket.</p> <p>I can hit a ball accurately using the forehand technique.</p> <p>I can use the backhand technique in different ways.</p> <p>I can play competitive net and wall-based games.</p>
	<p>Multi-skills</p> <p>I can use an overarm throw to hit a target with accuracy.</p> <p>I can strike a ball in an intended direction.</p> <p>I can work cooperatively to field a ball.</p> <p>I can use striking and fielding skills in a game.</p> <p>I can design and play games that use striking and fielding skills.</p>	<p>Badminton</p> <p>I can use effective footwork, movement and positioning in the context of net and wall games.</p> <p>I can roll and throw a ball accurately.</p> <p>I can develop ball control when using a racket.</p> <p>I can hit a ball accurately using the forehand technique.</p> <p>I can use the backhand technique in different ways.</p> <p>I can play competitive net and wall-based games</p>	<p>Year 4 Athletics</p> <p>I can practise existing running, jumping and throwing skills.</p> <p>I can improve my running technique for sprinting including the sprint finish.</p> <p>I can practise relay running.</p> <p>I can jump for distance.</p> <p>I can learn the pull throw technique.</p> <p>I can refine my running, jumping and throwing skills.</p>	<p>Multi-skills</p> <p>I can use an overarm throw to hit a target with accuracy.</p> <p>I can strike a ball in an intended direction.</p> <p>I can work cooperatively to field a ball.</p> <p>I can use striking and fielding skills in a game.</p> <p>I can design and play games that use striking and fielding skills.</p>	<p>Football</p> <p>I can develop dribbling and ball control skills in football</p> <p>I can find and use space effectively.</p> <p>I can learn the defensive skills of marking and tackling.</p> <p>I can learn how to shoot in football.</p> <p>I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can use the skills I have learnt and apply them in a game.</p>	<p>Year 4 Athletics</p> <p>I can practise existing running, jumping and throwing skills.</p> <p>I can improve my running technique for sprinting including the sprint finish.</p> <p>I can practise relay running.</p> <p>I can jump for distance.</p> <p>I can learn the pull throw technique.</p> <p>I can refine my running, jumping and throwing skills.</p>
	<p>Year 4 Swimming</p> <p>I am beginning to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I am beginning to use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>I am beginning to perform safe self-rescue in different water-based situations.</p>	<p>Year 4 Dance</p> <p>I can respond to stimuli, creating movement phrases using specific skills.</p> <p>I can design own movement phrases to represent rivers and seas.</p> <p>I can link and combine movement phrases and patterns.</p> <p>I can perform a short dance phrase with expression.</p> <p>I can respond to a changing stimulus.</p> <p>I can use range of dance techniques to create a movement sequence.</p>	<p>Cricket</p> <p>I can use correct techniques for catching a ball when fielding in cricket.</p> <p>I can use an overarm throw to hit a target with accuracy.</p> <p>I can learn defensive hitting techniques for batting in cricket.</p> <p>I can learn attacking hitting techniques for batting in cricket.</p> <p>I can learn the correct technique for bowling overarm in cricket from a standing position.</p> <p>I can use a range of fielding, batting and bowling skills in a Kwik Cricket match.</p>	<p>Year 4 Swimming</p> <p>I am beginning to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I am beginning to use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>I am beginning to perform safe self-rescue in different water-based situations.</p>	<p>Year 4 Dance</p> <p>I can respond to stimuli, creating movement phrases using specific skills.</p> <p>I can design own movement phrases to represent rivers and seas.</p> <p>I can link and combine movement phrases and patterns.</p> <p>I can perform a short dance phrase with expression.</p> <p>I can respond to a changing stimulus.</p> <p>I can use range of dance techniques to create a movement sequence.</p>	<p>Rounders</p> <p>I can use correct techniques for catching a ball when fielding.</p> <p>I can use an overarm throw to hit a target with accuracy.</p> <p>I can learn defensive hitting techniques for batting.</p> <p>I can learn attacking hitting techniques for batting.</p> <p>I can learn the correct technique for bowling overarm from a standing position.</p> <p>I can use a range of fielding, batting and bowling skills in a Rounders match.</p>
	<p>Gymnastics</p> <p>I can perform a straddle forward roll and a backward roll to straddle correctly.</p> <p>I can perform a straddle on vault correctly.</p> <p>I can perform a lunge into cartwheel correctly</p> <p>I can link movements together by performing a straight jump full turn, a cat leap half turn and a pivot</p> <p>I can work in a small group to create and perform a gymnastics sequence with a theme.</p>	<p>Football</p> <p>I can apply the basic principles of invasion games.</p> <p>I can move with the ball.</p> <p>I can use a range of techniques to pass the ball.</p> <p>I can understand the basic principles of defending in invasion games.</p> <p>I can understand the basic principles of attacking in invasion games.</p>	<p>Tennis</p> <p>I can use a tennis racket to control an object.</p> <p>I can use a tennis racket to strike a ball with accuracy and control.</p> <p>I can use different footwork to move across a space.</p> <p>I can use a tennis racket to control a ball in order to score points.</p> <p>I can defend against an opponent scoring a point.</p> <p>I can compete in a tennis mini match.</p>	<p>Gymnastics</p> <p>I can perform a straddle forward roll and a backward roll to straddle correctly.</p> <p>I can perform a straddle on vault correctly.</p> <p>I can perform a lunge into cartwheel correctly</p> <p>I can link movements together by performing a straight jump full turn, a cat leap half turn and a pivot</p> <p>I can work in a small group to create and perform a gymnastics sequence with a theme.</p>	<p>Rugby</p> <p>I can throw and catch a rugby ball.</p> <p>I can move with the ball into space.</p> <p>I can apply the rules of touch rugby.</p> <p>I can gain possession by intercepting a pass.</p> <p>I can use my attacking and defending skills and knowledge to make tactical decisions.</p> <p>I can watch and evaluate the performance of others.</p>	<p>Tennis</p> <p>I can use a tennis racket to control an object.</p> <p>I can use a tennis racket to strike a ball with accuracy and control.</p> <p>I can use different footwork to move across a space.</p> <p>I can use a tennis racket to control a ball in order to score points.</p> <p>I can defend against an opponent scoring a point.</p> <p>I can compete in a tennis mini match.</p>
	<p>Hockey</p> <p>I can pass and receive the ball.</p> <p>I can dribble with the ball.</p> <p>I can get past an opponent.</p> <p>I can tackle an opponent and win the ball back.</p> <p>I can hit the ball.</p> <p>I can use apply the hockey skills I have learnt.</p>	<p>Circuit training</p> <p>I can understand the effects of aerobic and anaerobic exercise on the body.</p> <p>I can recognise the benefits of exercise on the upper body.</p> <p>I can recognise the benefits of exercise on the lower body.</p>	<p>Netball/Basketball</p> <p>I can apply the basic principles of invasion games.</p> <p>I can move with the ball.</p> <p>I can use a range of techniques to pass the ball.</p> <p>I can understand the basic principles of defending in invasion games.</p> <p>I can understand the basic principles of attacking in invasion games.</p>	<p>Multi-skills</p> <p>I can use correct techniques for catching a</p>	<p>OAA</p> <p>I can work together in a small group, developing problem solving skills.</p> <p>I can describe how the body reacts at different times and how this affects performance whilst showing leadership skills.</p> <p>I can navigate around a space with growing confidence.</p> <p>I can read a map with increasing accuracy and confidence.</p> <p>I can create symbols that are effective for my</p>	

	<p>I can learn defensive hitting techniques for batting in cricket. I can learn attacking hitting techniques for batting in cricket. I can learn the correct technique for bowling overarm in cricket from a standing position. I can use a range of fielding, batting and bowling skills in a Kwik Cricket match.</p>	<p>I can recognise the benefits of exercise on the core muscles. I can set personal targets for exercise. I can improve performance in order to reach personal targets.</p> <p>Badminton I can use a badminton racket to control an object. I can use a badminton racket to strike a shuttlecock with accuracy and control. I can use different footwork to move across a space. I can use a badminton racket to control a shuttlecock in order to score points. I can defend against an opponent scoring a point. I can compete in a full badminton match</p>		<p>ball when fielding in cricket. I can use an overarm throw to hit a target with accuracy. I can learn defensive hitting techniques for batting in cricket. I can learn attacking hitting techniques for batting in cricket. I can learn the correct technique for bowling overarm in cricket from a standing position. I can use a range of fielding, batting and bowling skills in a Kwik Cricket match.</p>	<p>map reading. I can follow a map with increasing accuracy and confidence.</p> <p>Football I can apply the basic principles of invasion games. I can move with the ball. I can use a range of techniques to pass the ball. I can understand the basic principles of defending in invasion games. I can understand the basic principles of attacking in invasion games.</p>	
PE Key Vocabulary	<p>Year 3 Sculling, Crawl, Breaststroke, Submersion, Rotation, Backstroke, Stroke, Grip, Rounder, Backstop, Bowl, Post, Wicket, Batting, Wicket Keeper, Fielding, Rules, Route, Trust, Navigate, Grid, Discuss, Plan, Serve, Accurately, Track, Racket, Rally, Opponent , Speed, Power, Strength, Accurately, Higher, Pace, Faster, Further, Receiver, Footwork, Rebound, Tracking, Interception, Mark, Travelling, Playing Area, Flow, Explore, Create, Perform, Match, Feedback, Expression, Matching, Interesting, Control, Contrasting, Strength, Accurately, Distance, Balance</p> <p>Year 4 Stroke, Huddle, Alternate, Survival, Treading Water, Buoyancy, Stance, Retrieve, Opposition, Stumped, Two Handed Pick Up, Technique, Short Barrier , Leader, Inclusive, Effectively, Orientate, Symbol, Outwit, Receiver, Court, Backhand, Forehand, Power Stamina, Officiate, Perseverance, Determination, Accuracy, Personal Best, Opponent, Contact, Pivot, Court, Field, Pitch, Reaction, Unison, Represent, Dynamics, Control , Quality, Perform, Inverted, Technique, Apparatus, Extension, Coordination, Healthy, Progress, Muscle, Stamina</p>					
PSHE Jigsaw PSHE PSHE Association	<p>Year 3 Being In My World I value myself and know how to make someone else feel welcome and valued I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions I know how to make others feel valued I understand that my behaviour brings rewards/consequences I can work cooperatively in a group I am choosing to follow the Learning Charter</p> <p>Relationships I can describe how taking some responsibility in my family makes me feel I know how to negotiate in conflict situations to try to find a win-win solution I know who to ask for help if I am worried or concerned about anything online I can show an awareness of how this could affect my choices I can empathise with children whose lives are different to mine and appreciate what I may learn from them I enjoy being part of a family and friendship groups</p>	<p>Year 3 Celebrating Difference I appreciate my family/the people who care for me I know how to calm myself down and can use the ‘Solve it together’ technique I know some ways of helping to make someone who is bullied feel better I can problem-solve a bullying situation with others I try hard not to use hurtful words I can give and receive compliments and know how this feels</p> <p>Changing Me (SRE) I can express how I feel when I see babies or baby animals I can express how I might feel if I had a new baby in my family I recognise how I feel about these changes happening to me and know how to cope with those feelings I recognise how I feel about these changes happening to me and know how to cope with these feelings I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes Start to think about changes I will make next year and know how to go about this</p>	<p>Year 3 Healthy Me I can set myself a fitness challenge I know what it feels like to make a healthy choice I can identify how I feel towards drugs I can express how being anxious or scared feels I can take responsibility for keeping myself and others safe I respect my body and appreciate what it does for me</p> <p>Dreams and Goals I respect and admire people who overcome obstacles and achieve their dreams and goals I can imagine how I will feel when I achieve my dream/ambition I can break down a goal into a number of steps and know how others could help me to achieve it I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge I can manage the feelings of frustration that may arise when obstacles occur I am confident in sharing my success with others and can store my feelings in my internal treasure chest</p>	<p>Year 4 Being In My World I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued I can take on a role in a group and contribute to the overall outcome I can recognise my contribution to making a Learning Charter for the whole school I understand how rewards and consequences motivate people’s behaviour I can take on a role in a group and contribute to the overall outcome I understand why our school community benefits from a Learning Charter and can help others to follow it</p> <p>Relationships I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens I know how most people feel when they lose someone or something they love I understand that we can remember people even if we no longer see them I know how to stand up for myself and how to negotiate and compromise I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend I can love and be loved</p>	<p>Year 4 Celebrating Difference I try to accept people for who they are I can question why I think what I do about other people I know how it might feel to be a witness to and a target of bullying I can problem-solve a bullying situation with others I like and respect the unique features of my physical appearance I can explain why it is good to accept people for who they are</p> <p>Changing Me (SRE) I appreciate that I am a truly unique human being I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult I have strategies to help me cope with the physical and emotional changes I will experience during puberty I am confident enough to try to make changes when I think they will benefit me I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively I can reflect on the changes I would like to make next year and can describe how to go about this</p>	<p>Year 4 Healthy Me I can identify the feelings I have about my friends and my different friendship groups I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with I can recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from myself and others I can identify feelings of anxiety and fear associated with peer pressure I can tap into my inner strength and know how to be assertive</p> <p>Dreams and Goals I know how it feels to have hopes and dreams I know how disappointment feels and can identify when I have felt that way I know how to cope with disappointment and how to help others cope with theirs I know what it means to be resilient and to have a positive attitude I can enjoy being part of a group challenge I know how to share in the success of a group and how to store this success experience in my internal treasure chest</p>
PSHE Key Vocabulary	<p>Year 3 Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving, Assumptions, Stereotypes, Differences,, Feelings,, Lonely, Help, Diversity, Fairness, Kindness, Value, Realistic, Achievement, Goal, Strength, Learning Together, Partner, Product, Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious, Important, Co-operate, Physical contact, Communication, Acceptable, Conflict, Secret, Surprise, Trustworthy, Honesty, Reliability, Compliments Appearance, Independent, Responsibilities, Public, Private, Touch, Texture, Acceptable, Unacceptable</p> <p>Year 4 Welcome, Valued, Achievements, Personal Goal, Affirm, Emotions, Behaviour, Fairness, Team Work, School, Belong, Safe, Connected, Conflict, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Consequences, Perseverance, Challenges, Success, Obstacles, Ambitions, Aspirations, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Efficient, Responsible, Frustration, Solutions, Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Stereotype, Career, Social media, Online, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Exploitation, Rights, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Nutrients, Puberty, Sperm, Ovaries, Ovum/ova, Womb/uterus</p>					

History History Association Enquiry skills and chronology objectives are ongoing throughout the year.	Britain's settlement by Anglo-Saxons, Vikings and Scots – links to local history study Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain. Beginning to discuss the impact of significant historical events, people and places in their own locality. Beginning to examine and compare artefacts. Beginning to give simple reasons as to why key events happened in history. Beginning to choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can discuss historical changes in Britain; what caused them and the impact on life in Britain. Can discuss the impact of significant historical events, people and places in their own locality. Can examine and compare artefacts. Can give simple reasons as to why key events happened in history. Can choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Can identify and describe changes between specific periods of history.	Shang Dynasty – links to Bronze Age, achievements of the earliest civilisations Year 3 Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today. Beginning to examine and compare artefacts. Beginning to create historically valid questions about similarities and differences. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can explain the achievements of ancient civilizations and their impact on the world in the past and today. Can examine and compare artefacts. Can create historically valid questions about similarities and differences. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Can identify and describe changes between specific periods of history.	Stone Age – links to ancient Egypt Year 3 Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today. Beginning to become aware that the same time in history may be represented in different ways. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can explain the achievements of ancient civilizations and their impact on the world in the past and today. Is aware that the same time in history may be represented in different ways. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Can identify and describe changes between specific periods of history.	Maya – a non-European society that provides contrast with British history, links to Anglo-Saxons Year 3 Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today. Beginning to become aware that the same time in history may be represented in different ways. Beginning to create historically valid questions about similarities and differences. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can explain the achievements of ancient civilizations and their impact on the world in the past and today. Is aware that the same time in history may be represented in different ways. Can create historically valid questions about similarities and differences. Can give simple reasons as to why key events happened in history. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Can identify and describe changes between specific periods of history.	Roman Empire and its impact on Britain – links to Iron Age Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain. Beginning to examine and compare artefacts. Beginning to become aware that the same time in history may be represented in different ways. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can discuss historical changes in Britain; what caused them and the impact on life in Britain. Can examine and compare artefacts. Is aware that the same time in history may be represented in different ways. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Can identify and describe changes between specific periods of history. Describe and understand the workings of rivers, mountains, volcanoes and earthquakes.	The Georgians – links to significant individuals such as Alexander Pope Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain. Beginning to discuss the impact of significant historical events, people and places in their own locality. Beginning to choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can discuss historical changes in Britain; what caused them and the impact on life in Britain. Can discuss the impact of significant historical events, people and places in their own locality. Can choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Can identify and describe changes between specific periods of history.
History Key Vocabulary	Year 3 Century Church, Conquest, Dark Ages, Invasion, Kingdom, Settlement, Year 4 Consequence, Interpretation, Missionary, Raid, Pillage, Justice					
Geography Geographical Society Twinkl	Fieldwork and Map skills (RGS) Year 3 I can create a map of the British Isles. I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I am beginning to use the 8 points of the compass. I am beginning to use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology. Year 4 I can discuss why map symbols are used and to recognise the OS map symbols. I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied I can use the 8 points of the compass.	All Around the World (Twinkl) Year 3 I am beginning to explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. I am beginning to use longitude and latitude to find places on maps, atlases and globes. I am beginning to describe the key features of the polar regions and compare them to the UK. I am beginning to compare the climate of the tropics with the UK climate I am beginning to explain the position and significance of the Prime Meridian. I am beginning to explain the position and significance of time zones. Year 4 I can explain the position and significance	Rivers (RGS) Year 3 I am beginning to describe and understand key aspects of physical geography, including rivers and the water cycle. I am beginning to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. I am beginning to interpret a range of geographical information including maps. I am beginning to locate the world’s countries, using maps to focus on North and South America, concentrating on their key physical and human characteristics. Year 4 I can describe and understand key aspects of physical geography, including rivers and the water cycle. I can name and locate counties and cities of	Amazing Americas (Twinkl) Year 3 I am beginning to identify the countries of North and South America. I am beginning to use geographical terminology to describe the location and characteristics of a range of places across the Americas. I am beginning to describe the climates and biomes of different regions across the Americas. I am beginning to identify physical and human geographical features of my local area I am beginning to identify similarities and differences in the human and physical geography of my local area and a region of North America. I am beginning to tell you the names and locations of the ancient and new wonders of the world.	Fieldwork and Map skills (RGS) Year 3 I can create a map of the British Isles. I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I am beginning to use the 8 points of the compass. I am beginning to use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology. Year 4 I can discuss why map symbols are used and to recognise the OS map symbols. I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I can use the 8 points of the compass.	Land Use (Twinkl) Year 3 I am beginning to use simple sketch maps that show how land is used. I am beginning to use a key on a map to show how land is used. I am beginning to use fieldwork to observe, measure, record and present the human features in the local area. I am beginning to describe land use in urban and rural areas in the UK. I am beginning to explain how land is used for different types of farming. Year 4 I can use simple sketch maps that show how land is used. I can use a key on a map to show how land is used. I can use fieldwork to observe, measure, record and present the human features in

	<p>I can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology.</p> <p>I can understand that volcanic eruptions can affect weather patterns in other parts of the world and have an impact on people’s lives.</p>	<p>of the Equator, the Northern Hemisphere, and the Southern Hemisphere.</p> <p>I can use longitude and latitude to find places on maps, atlases and globes.</p> <p>I can describe the key features of the polar regions and compare them to the UK.</p> <p>I can compare the climate of the tropics with the UK climate</p> <p>I can explain the position and significance of the Prime Meridian.</p> <p>I can explain the position and significance of time zones.</p>	<p>the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>I can interpret a range of geographical information including maps.</p> <p>I can locate the world’s countries, using maps to focus on North and South America, concentrating on their key physical and human characteristics.</p>	<p>I am beginning to describe the characteristics and significance of a natural wonder of the Americas.</p> <p>Year 4</p> <p>I can identify the countries of North and South America.</p> <p>I can use geographical terminology to describe the location and characteristics of a range of places across the Americas.</p> <p>I can describe the climates and biomes of different regions across the Americas.</p> <p>I can identify physical and human geographical features of my local area</p> <p>I can identify similarities and differences in the human and physical geography of my local area and a region of North America.</p> <p>I can tell you the names and locations of the ancient and new wonders of the world.</p> <p>I can describe the characteristics and significance of a natural wonder of the Americas.</p>	<p>I can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology.</p>	<p>the local area.</p> <p>I can describe land use in urban and rural areas in the UK.</p> <p>I can explain how land is used for different types of farming.</p>
Geography Key Vocabulary	<p>Year 3</p> <p>Agricultural, Population, Characteristics, North and South Hemisphere, Settlement</p> <p>Year 4</p> <p>Human and Physical Differences, Interpret, Scale drawing</p>					
Art and DT	<p>Year 3</p> <p>Create personal artwork using the artwork of others to stimulate them.</p> <p>Study the work of artists.</p> <p>Discuss own and other’s work using an increasingly sophisticated use of art language (formal elements).</p> <p>Reflecting on their own work in order to make improvements.</p> <p>Year 4</p> <p>Use literacy sources to inspire art. Express thought and feelings though the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</p> <p>Study the work of artists.</p> <p>Build a more complex vocabulary when discussing your own and others’ art.</p> <p>Use their own and other’s opinions of work to identify areas of improvement.</p>			<p>Year 3</p> <p>Create personal artwork using the artwork of others to stimulate them.</p> <p>Study the work of artists.</p> <p>Discuss own and other’s work using an increasingly sophisticated use of art language (formal elements).</p> <p>Reflecting on their own work in order to make improvements.</p> <p>Year 4</p> <p>Use literacy sources to inspire art. Express thought and feelings though the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</p> <p>Study the work of artists.</p> <p>Build a more complex vocabulary when discussing your own and others’ art.</p> <p>Use their own and other’s opinions of work to identify areas of improvement.</p>		
	<p>Rob Jenson, Borre Tree</p> <p>Year 3</p> <p>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>Year 4</p> <p>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and print work.</p>	<p>Shang Dynasty sculpture</p> <p>Year 3</p> <p>Further develop their ability to describe 3D forms in a range of materials, including drawing.</p> <p>Year 4</p> <p>Develop their ability to describe and model form in 3D using a range of materials.</p> <p>Analyse and describe how artists use and apply form in their work.</p>	<p>Alaa Awad, Contemporary artist</p> <p>Year 3</p> <p>Express and describe organic and geometric forms through different types of line.</p> <p>Develop skills and control when using tone. Learn and use simple shading rules.</p> <p>Year 4</p> <p>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</p> <p>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists’ work.</p>	<p>Murals, Dan Fenelon, Georges Seurat</p> <p>Year 3</p> <p>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour, such as tints and shades for different purposes.</p> <p>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</p> <p>Year 4</p> <p>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</p> <p>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern</p>	<p>Sculpture and statues, Caravaggio, Bernini and Michelangelo</p> <p>Year 3</p> <p>In collage, consider the effect of chosen materials and technique.</p> <p>Evaluate work of some artists and analyse creative works.</p> <p>Year 4</p> <p>Draw on work of other artists for inspiration and begin to emulate their style.</p> <p>In painting, use watercolours to produce washes for backgrounds.</p>	<p>Richard Long, Andy Goldsworthy, Nils Udo</p> <p>Year 3</p> <p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p>Year 4</p> <p>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Develop skill and control when painting. Paint with expression. Analyse painting by artists.</p>
	<p>Structures (Viking Village)</p> <p>Year 3</p> <p>Planning for manufacture, establishing and using a design criteria to help focus and evaluate work utilising research to inform ideas</p> <p>Using more demanding practical skills</p> <p>Reflecting on the project as it progresses</p> <p>Evaluating their own and others final product</p> <p>Consolidate methods and techniques to improve stability and strength</p>	<p>Textiles (e.g. cushions and fastenings)</p> <p>Year 3</p> <p>Designing and planning a style, shapes and seams of a cushion, using pattern piece paper templates and models</p> <p>Sewing cross-stitch and running-stitch to join, complete seams, seal stuffing and add applique following specified design criteria</p> <p>Reviewing existing products, expressing constructive feedback on other’s work</p> <p>Understand that fabrics can be layered for effect, include strength to reinforce joins</p>	<p>Electrical Systems (Egyptian Museum Alarm)</p> <p>Year 3</p> <p>Using research and design criteria to develop ideas for the target audience</p> <p>Evaluating and adapting designs, listening to and acting on constructive feedback gathered from others</p> <p>Constructing nets as part of a product</p> <p>Year 4</p> <p>Designing for a chosen user profile, identifying key properties of a material and utilising this knowledge to inform design ideas</p>	<p>Food (e.g. eating seasonally)</p> <p>Year 3</p> <p>Generating and adapting a recipe idea based on research, designing to simple criteria</p> <p>Safely preparing fruit and vegetables following and adapting recipes</p> <p>Tasting evaluating the product against criteria</p> <p>Year 4</p> <p>Reviewing existing products to inform design ideas</p> <p>Following, but adapting, an existing recipe,</p>	<p>Mechanisms (Catapults)</p> <p>Year 3</p> <p>Generate and communicating ideas using thumbnail sketches, exploded diagrams and modelling drawing plans to house the mechanism</p> <p>Selecting appropriate materials and equipment for functional and aesthetic purposes</p> <p>Assessing how well the product works and if it matches the original design ideas and criteria</p>	

	<p>Year 4 Exploring and designing within a given theme Selecting from a range of materials and equipment to create frame structures Discussing and reviewing existing structures Broadening knowledge of frames</p>	<p>Year 4 Devise a list of design criteria, planning production, annotating isometric diagrams and sketches Select appropriate fastening types and equipment to sew, measuring and cutting fabric accurately Researching and analysing methods of fastening fabric, determining the strength and use of each Understanding stiches and fastening and their pros and cons</p>	<p>Making a functional operational electrical series circuit and housing this Reviewing and discussing existing torches including use of and reasons behind the materials</p>	<p>preparing food hygienically Reflecting on and identifying flavours from a prototype, reviewing what aspects to improve Understanding the cost implications</p>	<p>Identifying the key inputs and outputs for the mechanism Year 4 Developing designs following a list of design criteria Selecting the materials and tools to measure, mark, cut and assemble accurately Compare own to other’s designs, discussing ways to improve Consolidating net and template creation</p>	
Art & DT Key Vocabulary	<p>Art Year 3 Intermediate, Contrast , Shading, Abstract, Space , Dye, Pigment Year 4 Warm/Cool, Tone , Outline , Shadow, Value, Balance, Symmetry, Wash, Still life</p>			<p>DT Year 3 Prototype, Manufacture, Textile, Stability, Adapt, Exploded diagram Year 4 Isometric, Fastening</p>		
Computing Kapow Primary schemes of work	<p>Year 3 Emailing Learn about cyberbullying and fake emails. Understanding the purpose of emails.</p> <p>Journey Inside A Computer Understanding what different components of a computer do. Understanding that programs execute by following precise and unambiguous instructions.</p>	<p>Year 3 Digital Literacy Using technology purposefully to create, organise, store, manipulate and retrieve digital content, including searching for relevant information.</p> <p>Programming Scratch Using logical reasoning to explain how simple algorithms work. Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems. Solving problems by decomposing them into smaller parts. Using sequence, selection, and repetition in programs. Working with variables and various forms of input and output.</p>	<p>Year 3 Networks And The Internet Identifying network components and understand how they are used to connect to the internet and how data is transferred. Understanding 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.</p> <p>Online Safety Learn to distinguish between facts, opinions and beliefs on the internet Learn how to deal with upsetting online content Learn about how to protect our personal information using privacy settings and how to be discerning about what information we share and who with</p>	<p>Year 4 Collaborative Learning Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration.</p> <p>Further Coding With Scratch Using logical reasoning to explain how simple algorithms work. Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems. Solving problems by decomposing them into smaller parts. Using sequence, selection and repetition in programs. Working with variables and various forms of input and output.</p>	<p>Year 4 Website Design Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration.</p> <p>Investigating Weather Understanding why some sources are more trustworthy than others. Understanding the role of inputs and outputs in computerised devices</p>	<p>Year 4 Computational Thinking Understand what decomposition is and how it facilitates problem solving. Designing, writing and debugging programs that accomplish specific goals. Understand abstraction and patterns recognition.</p> <p>Online Safety Be discerning in evaluating content by learning about the techniques that companies use to advertise online. Use technology safely and responsibly by considering the risks of screen-time and technology. Using search technologies effectively, appreciating how results are selected and ranked.</p>
Computing Key Vocabulary	<p>Year 3 E-safety Rules, Secure Password, Data, Protect , Personal, Capture, Create, Cyberbullying, Components, Decomposing Year 4 World wide web, Collaboration, Design, Technology, Edit, Type, Analysis, Reliable</p>					
Music Kapow Primary schemes of work	<p>Year 3 Developing singing technique (Theme: the Vikings) Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.</p> <p>Year 3 Ballads Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation’s story. Write a verse with rhyming words which tell</p>	<p>Year 3 Pentatonic melodies and composition (Theme: Chinese New Year) Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music.</p> <p>Year 3 Creating compositions in response to an animation (Theme: Mountains) Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils’ parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying.</p>	<p>Year 3 Jazz Explain what ragtime music is. Play on the ‘off beat’ and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.</p> <p>Year 3 Traditional instruments and improvisation (Theme: India) Verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag. Improvise along to a drone and tal. Play a rag and a tal accurately alongside a drone. Sing accurately from musical notation and</p>	<p>Year 4 Adapting and transposing motifs (Theme: Romans) Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.</p> <p>Year 4 Rock and Roll Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the</p>	<p>Year 4 Haiku, music and performance (Theme: Hanami festival) Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group.</p> <p>Year 4 Changes in pitch, tempo and dynamics (Theme: Rivers) Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper</p>	<p>Year 4 Samba and carnival sounds and instruments (Theme: South America) Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break.</p> <p>Year 4 Body and tuned percussion (Theme: Rainforests) Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two.</p>

	part of a story. Perform their lyrics fluently and with actions. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.		lyrics. Sing and play in time with others with some degree of accuracy and awareness of each other's parts.	correct sequence. Independently play their part with some awareness of the other performers.	so that they can remember it. Create and perform a piece with a variety of ostinatos.	Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure.
Music Key Vocabulary	Year 3 Ballard, Bar, Brass, Canon, Classical, Crescendo, Crochet, Dixieland, Improvisation, Jazz, Melody, Minim, Octave, Pentatonic, Ragtime, Scat Singing, Staff, String, Time signature, Woodwind Year 4 Decrescendo, Diminuendo, Forte, Ostinato, Quaver, Samba, Semibreve, Syncopated , Repeating Patterns, Rhythm, Texture,., Timbre, Transposition					
MFL Twinkl	French Getting to Know You, Family and Friends, Our School Year 3 Listen to and repeat an increasing range of words and phrases. Identify initial and final letter sounds and familiar words. Begin to ask and respond to simple questions about pictures and what is heard. Begin to recall and use simple words and phrases. Year 4 Listen to and respond with phrases and simple sentences. Identify sounds and spell simple words. Ask and respond to questions about what is heard and said. Begin to construct and pronounce phrases and simple sentences.	Spanish Meet and Greet, The People Around Me, All About School Year 3 Read and pronounce familiar words and phrases accurately. Describe people and places using words and phrases. Use a range of nouns. Year 4 Begin to read and pronounce simple sentences accurately. Begin to describe events using simple sentences. Begin to identify words that are masculine, feminine or neutral. Write a simple sentence.	French All About Me, Food and Time Year 3 Write simple phrases. Write and spell simple adjectives. Use a dictionary to find nouns. Describe people and places using words and phrases. Year 4 Write and spell an increasing range of adjectives. Use a dictionary to find an increasing range of nouns and adjectives. Describe people, places and events using simple sentences.	Spanish My Body, Time to Eat, Tell Me When Year 3 Listen to and repeat an increasing range of words and phrases. Identify initial and final letter sounds and familiar words. Begin to ask and respond to simple questions about pictures and what is heard. Begin to recall and use simple words and phrases. Year 4 Listen to and respond with phrases and simple sentences. Identify sounds and spell simple words. Ask and respond to questions about what is heard and said. Begin to construct and pronounce phrases and simple sentences.	French All Around Town, Holidays and Hobbies Year 3 Read and pronounce familiar words and phrases accurately. Describe people and places using words and phrases. Use a range of nouns. Year 4 Begin to read and pronounce simple sentences accurately. Begin to describe events using simple sentences. Begin to identify words that are masculine, feminine or neutral. Write a simple sentence.	Spanish My Town, Free Time Year 3 Write simple phrases. Write and spell simple adjectives. Use a dictionary to find nouns. Describe people and places using words and phrases. Year 4 Write and spell an increasing range of adjectives. Use a dictionary to find an increasing range of nouns and adjectives. Describe people, places and events using simple sentences.