

Subject	Class 7 Year 3/4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme (Q) <u>Romans</u> How did Rome get its name?	Theme (Q) <u>Scotland</u> Who was Boudicca and why did she fight in England?	Theme (Q) <u>The Human body and Digestion</u> What's underneath my skin?	Theme (Q) <u>Rivers and the Water Cycle</u> Did you know, you're drinking dinosaur wee?	Theme (Q) <u>Eurovision</u> Are we still actually part of Europe?	Theme (Q) <u>Astley Park</u> Who owns Astley Park?
	Hook: Roman visitor/visit	Hook:	Hook: Make the digestive system	Hook: United Utilities	Hook: Eurovision day	Hook: Trip to Astley Park
	Class Read: Escape from Pompeii by Christina Balit GR: Varjak Paw	Class Read: Queen of Darkness by Tony Bradman GR: The Train to Impossible Places	Class Read: The Astounding Broccoli Boy by Frank Cottrell Boyce GR: George's Marvellous Medicine	Class Read: The Wind in the Willows by Kenneth Grahame GR: The Secret of Spiggy Holes	Class Read: The Brave Tin Soldier by Hans Christian Andersen GR: The Nothing to see here Hotel	Class Read: The Owl Tree by Jenny Nimmo GR: The Boy Who Grew Dragons
Geography	<p>Settlement and Land Use – trade links (Linked to Hstory topic) E-Safety</p> <p>Human and physical geography Describe and understand key aspects of: Human geography, including: types of settlement and land use and economic activity including trade links</p> <p>Vocabulary: Year 4 - Economic activity inc trade links crops, customer, employment, export, factory, fair trade, growth, import, jobs, organic, shop, tourism, trade, wages</p>	<p>Counties and Cities in the UK E-Safety</p> <p>Locational knowledge Name and locate counties and cities of the United Kingdom, and geographical regions identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p>Geographical skills and fieldwork Use the eight points of a compass and four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>Use the eight points of a compass and four figure grid references, symbols</p>		<p>Water Cycle and Rivers E-Safety</p> <p>CC – Persuasive Text – Use less water.</p> <p>Human and physical geography Describe and understand key aspects of: Physical geography, including the water cycle, rivers and mountains</p> <p>Geographical skills and fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps and plans • Make links between features observed in the environment to those on maps and aerial photos.</p>	<p>Europe and Major Cities Similarities and differences between UK and a region of a European country E-Safety</p> <p>Mutual respect</p> <p>Locational knowledge Locate the world's countries, using maps to focus on Europe and major cities. Identify the position and significance of the Equator, Arctic and Antarctic Circle. Identify the position and significance of the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p>	<p>Geographical skills and fieldwork (whilst at Astley Park – extra coverage of these skills) E-Safety</p> <p>Use the eight points of a compass and four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>Use the eight points of a compass and four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps and plans</p>

			<p>and key to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps and plans</p> <p>Vocabulary: Directional language:</p> <p>Year 3 8 point compass directions</p> <p>Year 4 Four figure grid references within the UK</p>				<p>Vocabulary: Year 3 - Water cycle atmosphere, condensation, evaporation, precipitation, saturation, surface run off, transpiration, water-cycle</p> <p>Year 4 - Rivers/mountains bed, bank, channel, current, downstream, deposition, depth, erosion, flood, flood plain, hill, meander, mouth, process, drainage basin, source, transportation, tributary, valley, waterfall, watershed</p>		<p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Scotland) and a region in a European country (Netherlands)</p> <p>Geographical skills and fieldwork Use maps, globes, atlases digital/computer mapping to locate countries • Use a wider range of maps (including digital), atlases and globes to locate countries</p> <p>Vocabulary: Year 3 Arctic Circle, Antarctic Circle,</p> <p>Year 4 Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn</p>		<p>Vocabulary: Directional language:</p> <p>Year 3 8 point compass directions</p> <p>Year 4 Four figure grid references within the UK</p>	
Geography Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
History	Roman Empire and its		British settlement by the								British History – Timeline	

	<p>impact Mutual respect</p> <p>Showing compassion</p> <p>What was the Roman Empire? How did it impact Britain?</p> <p>What did the Romans build?</p> <p>Chronology: Use some dates and historical terms when ordering events and objects.</p> <p>Identify where people and events fit into a chronological framework.</p> <p>Explore links and contrasts within and across different periods of time.</p> <p>Events, people and changes: Describe some aspects of the Roman Empire and recognise its impact on Britain</p> <p>Demonstrate more in-depth knowledge of one specific civilisation</p> <p>Communication: Discuss some historical events, issues, connections and changes.</p> <p>Select and organise historical information to present in a range of ways.</p>	<p>Scots Mutual respect</p> <p>Showing compassion</p> <p>How was England divided? How did the religion and culture change over time?</p> <p>What did invaders want with England?</p> <p>Chronology: Use some dates and historical terms when ordering events and objects.</p> <p>Identify where people and events fit into a chronological framework.</p> <p>Explore links and contrasts within and across different periods of time.</p> <p>Events, people and changes: Describe some aspects of Britain's settlement by the Scots.</p> <p>Communication: Discuss some historical events, issues, connections and changes.</p> <p>Select and organise historical information to present in a range of ways.</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology.</p>				<p>of Astley Park since the Victorians</p> <p>Chronology: Identify where people and events fit into a chronological framework.</p> <p>Explore links and contrasts within and across different periods of time</p> <p>Events, people and changes: Demonstrate knowledge of aspects of history significant in their locality including where and when they appeared.</p> <p>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.</p> <p>Communication: Discuss some historical events, issues, connections and changes.</p> <p>Select and organise historical information to present in a range of ways.</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology.</p> <p>Enquiry, interpretation and using sources: Use sources to address historically valid questions and hypotheses.</p> <p>Recognise that our</p>
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	<p>Use relevant and appropriate historical terms and vocabulary linked to chronology.</p> <p>Enquiry, interpretation and using sources: Use sources to address historically valid questions and hypotheses.</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Recognise why some events happened and what happened as a result.</p> <p>Identify historically significant people and events in different situations.</p> <p>Vocabulary:</p>		<p>Enquiry, interpretation and using sources: Use sources to address historically valid questions and hypotheses.</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Recognise why some events happened and what happened as a result.</p> <p>Identify historically significant people and events in different situations.</p> <p>Vocabulary:</p>							<p>knowledge of the past is constructed from different sources of evidence.</p> <p>Vocabulary:</p>		
History Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Science	<p>Forces and Magnets (Yr3)</p> <p>Year 3</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic</p>		<p>Electricity (Yr4)</p> <p>Year 4</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying</p>		<p>Animals including humans</p> <p>Digestive System</p> <p>Skeletons</p> <p>Year 3</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make</p>		<p>Rocks (Yr3)</p> <p>Everyday Materials</p> <p>Properties and changes of materials</p> <p>States of matter (Yr4)</p> <p>Year 3</p> <p>Compare and group together different kinds of rocks on the basis of their</p>		<p>Light (Yr3)</p> <p>Sound</p> <p>Year 3</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p>		<p>Plants (Yr3)</p> <p>Living things and their habitats (Yr4)</p> <p>Rule of law</p> <p>Mutual respect</p> <p>Showing compassion</p> <p>Acceptance</p>	

<p>forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Skills</p> <p>Sorting materials into those that are magnetic and those that are not.</p> <p>Exploring the strengths of different magnets and finding a fair way to compare them.</p> <p>Identifying how properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p> <p>Raising questions and carrying out tests to find</p>	<p>and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Skills</p> <p>Observing patterns - that bulbs get brighter if more cells are added, that metals tend to be conductors, and that some materials can and cannot be used to connect across a gap in a circuit.</p> <p>Vocabulary:</p> <p>Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections,</p>	<p>their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Year 4</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Skills</p> <p>Comparing the teeth of carnivores and herbivores, and suggesting reasons for differences.</p> <p>Research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.</p> <p>Observing and comparing their (animals) movement; exploring ideas about what would happen if humans did not have skeletons.</p> <p>Compare and contrast the diets of different animals (including their pets) and decide ways of grouping</p>	<p>appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter. (1 lesson GR?)</p> <p>Skills</p> <p>Research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.</p> <p>Observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time.</p> <p>Using a hand lens or microscope to help them identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.</p> <p>Explore different soils and identify similarities and differences between them and investigate what happens when rocks are</p>	<p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Skills</p> <p>Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p> <p>Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p> <p>Vocabulary:</p> <p>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p>	<p>Year 3</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Skills</p> <p>Observing how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p> <p>Looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</p> <p>Vocabulary:</p> <p>Photosynthesis, pollen, insect/wind pollination, seed formation, seed</p>
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	<p>out how far things move on different surfaces and gathering and recording data to find answers to their questions.</p> <p>Vocabulary:</p> <p>Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p>	<p>loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol</p>	<p>them according to what they eat.</p> <p>Observing and comparing their (animals) movement; exploring ideas about what would happen if humans did not have skeletons.</p> <p>Draw and discuss their ideas about the digestive system.</p> <p>Vocabulary: Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain</p> <p>CC – Information leaflet/poster – Teeth and how to look after them.</p>	<p>rubbed together [hardness test] or what changes occur when they are in water [permeability test].</p> <p>Raise and answer questions about the way soils are formed.</p> <p>Vocabulary: Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil</p> <p>Year 4</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Recognise some common</p>	<p>Year 4</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Skills</p> <p>Make earmuffs from a variety of different materials to investigate which provides insulation against sound.</p> <p>Find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thickness.</p> <p>Make and play their own instruments by using what they have found out about</p>	<p>dispersal (wind dispersal, animal dispersal, water dispersal)</p> <p>Year 4</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Skills</p> <p>Raising and answering questions based on their observations of animals.</p> <p>Use and make simple guides or keys to explore and identify local plants.</p> <p>Vocabulary: Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p> <p>CC – Non-Chronological Report about an endangered animal and its habitat inc how to protect</p>
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						conductors and insulators, and associate metals with being good conductors. Skills Observe and record evaporation over a period of time for example, a puddle in the playground. Grouping and classifying a variety of different materials. Explore the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a part). Vocabulary: Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle			pitch and volume. Vocabulary: Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation		its environment.	
Science Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
RE	Do both: 3.6 Harvest (5hrs 3+2) Try to do ½ of harvest unit (concentrating on NC faith) then ; 4.6 What is prayer? (4hrs) CC - diary of a Jewish child celebrating Sukkot		4.2 = Christmas, exploring the symbolism of light (NC faith link) (6 hrs)		4.3 = Jesus, the son of God (NC faith link) (7hrs) Rule of law Democracy		Easter Production: Y4 leading the Easter Service in Church Do a bit of both: 3.4 = Exploring the sadness and joy of Easter (5hrs) 4.4 = Exploring Easter as a story of betrayal and		4.5 = Are all churches the same? (6 hrs) Mutual respect Individual Liberty		3.5 = Which rules should we follow? (6hrs) Rule of law Mutual respect Democracy	

	<p>Mutual Respect</p> <p>Acceptance</p>		<p>Responsibility</p> <p>Individual liberty</p> <p>Acceptance</p>	<p>trust (5hrs)</p> <p>Rule of law</p> <p>Forgiveness</p>	<p>Acceptance</p> <p>Forgiveness</p>	
Computing	<p>Digital research using Boolean search terms (and, or, not)</p> <p>Year 3</p> <p>Develop their search strategies further by refining their use of keywords and starting to use appropriate key phrases and questions.</p> <p>Year 4</p> <p>Understand how Boolean operators can change searches and select appropriate information for their tasks.</p> <p>Have a simple understanding of how search engines work.</p> <p>Understand the difference between the internet and World Wide Web</p> <p>Vocabulary:</p> <p>align, copyright, bullets, spellcheck, add to dictionary, highlight,</p>	<p>Online Safety using bCyberwise, Coram life Education</p> <p>Year 3</p> <p>Use technology respectfully, responsibly and safely, knowing how to keep their information and passwords secure.</p> <p>Year 4</p> <p>Know different ways of reporting concerns about content and contact involving the internet and other communication technologies.</p> <p>Have a greater understanding of what is acceptable and unacceptable online behaviour.</p> <p>Start to develop strategies to verify the reliability and accuracy of information on the internet and develop an awareness of copyright.</p>	<p>Coding Purple Mash 3.1</p> <p>Year 3</p> <p>Plan and write algorithms and programs using sequence and repetition and further</p> <p>Develop their computational thinking strategies to solve problems and errors in their algorithms and programs.</p> <p>Have knowledge and experience of using a range of different inputs and outputs.</p> <p>Describe some of components of a computer network and some of the ways in which computer networks can be used.</p> <p>Vocabulary:</p> <p>technology, tablets, laptops, microphone, algorithm, debug, data, program, logical</p>	<p>Year 4 Crumble Lighthouse project??</p> <p>Year 4</p> <p>Design and write more complex algorithms and programs using sequence, repetition and selection.</p> <p>Further develop their computational thinking to help debug their programs and</p> <p>Design and solve problems and tasks.</p> <p>Develop their understanding of inputs and outputs further, demonstrating how they can use programs to control external devices such as sensors, motors and robots.</p> <p>Vocabulary:</p> <p>applications, platform, investigation, rotate, sprite, block, background /backdrop, pros, cons, decompose, logical, sequence, flowchart,</p>	<p>Create content Use 2Publish to make a poster for Eurovision</p> <p>Year 3</p> <p>Use a variety of software and devices to create digital assets such as programs, graphs and multimedia content for a defined purpose</p> <p>Use more complex simulations and understand the effects of changing variables.</p> <p>Year 4</p> <p>Use and combine a variety of software and devices with increasing independence, to create a range of digital assets such as programs, databases, systems and multimedia content.</p> <p>Vocabulary:</p> <p>align, copyright, bullets, spellcheck, add to dictionary, highlight,</p>	<p>Simulations and Modelling using Purple mash unit 3.3 Spreadsheets</p> <p>Data Handling using a Datalogger</p> <p>Year 3</p> <p>Use a variety of software and devices to create digital assets such as programs, graphs and multimedia content for a defined purpose</p> <p>Year 4</p> <p>Use and combine a variety of software and devices with increasing independence, to create a range of digital assets such as programs, databases, systems and multimedia content.</p> <p>Use models and simulations to produce graphs and explore patterns and relationships.</p> <p>Vocabulary:</p>

	<p>theme, slide, audio, embed</p> <p>Database creation, database searches, inaccurate data</p> <p>Year 4</p> <p>Internet, communicate, results, website, address, World Wide Web (WWW) navigate, web page, search engine, trustworthy, digital, advert, browser, secure, plagiarism, privacy</p>		<p>Vocabulary:</p> <p>Year 3</p> <p>Online behaviour, cyberbullying, personal information, private</p> <p>Year 4</p> <p>Internet, communicate, results, website, address, World Wide Web (WWW) navigate, web page, search engine, trustworthy, digital, advert, browser, secure, plagiarism, privacy</p>		<p>reasoning, evaluate, arrow buttons, sprite, block, background /backdrop, pros, cons, decompose, logical, sequence</p>		<p>variables, input, output, simulations</p>		<p>theme, slide, audio, embed</p> <p>Database creation, database searches, inaccurate data</p>		<p>align, copyright, bullets, spellcheck, add to dictionary, highlight, theme, slide, audio, embed</p> <p>Database creation, database searches, inaccurate data</p>	
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
DT					<p>Mechanical Arm (linked to Science topic on humans and skeletons)</p> <p>Self control</p> <p>Achieving and persevering</p> <p>Skills Incorporate a circuit into a model. Use mechanical systems such as cams, pulleys and gears.</p> <p>Design Use research and develop</p>		<p>Year 4 Crumble Lighthouse project (linked to Computing – Karen Brown)</p> <p>Self control</p> <p>Achieving and persevering</p> <p>Skills Incorporate a circuit into a model. Use electrical systems such as switches bulbs.</p>		<p>Design and make a Eurovision Flag (Incorporating Textile skills from Art and Design (using paste resist and joining with a loop and button)- see subject area)</p> <p>Self control</p> <p>Achieving and persevering</p> <p>Skills Running stitch, over sewing, blanket stitch.</p>			

			<p>design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Use computer aided design to develop and communicate ideas.</p> <p>Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Explain choice of materials according to properties.</p> <p>Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Technical knowledge Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Vocabulary:</p>	<p>Design Use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Make Use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Evaluate Understand how key events and individuals in design and technology have helped shape the world (research tech company)</p> <p>Evaluate their ideas and products against their own design criteria.</p> <p>Technical knowledge Apply their understanding of computing to program, monitor and control their products.</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Vocabulary: Circuit, battery, series, connection, insulation,</p>	<p>Sew on buttons and make loops.</p> <p>Understand seam allowance.</p> <p>Use prototype to make pattern.</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate Understand how key events and individuals in design and technology have helped shape the world (research a fashion designer)</p> <p>Evaluate their ideas and products against their own design criteria.</p>	
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DT Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Art and Design	<p>Roman clay relief tile and repeated pattern printing (Drawing, Printing, 3D) Self control</p> <p>Achieving and persevering</p> <p>Mutual respect</p> <p>Exploring and developing ideas</p> <p>Year 3 Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Year 4 Question and make thoughtful observations about starting points and select ideas to use in their work.</p>		<p>Steven Brown animal (Drawing, Collage, Digital Media) Self control</p> <p>Achieving and persevering</p> <p>Mutual respect</p> <p>Exploring and developing ideas</p> <p>Year 3 Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Year 4 Question and make thoughtful observations about starting points and select ideas to use in their work.</p>		<p>Papier mache skeleton bone (3D) Self control</p> <p>Achieving and persevering</p> <p>Mutual respect</p> <p>Exploring and developing ideas</p> <p>Year 3 Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Year 4 Question and make thoughtful observations about starting points and select ideas to use in their work.</p>		<p>Monet style painting (Drawing, Painting) Self control</p> <p>Achieving and persevering</p> <p>Mutual respect</p> <p>Exploring and developing ideas</p> <p>Year 3 Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Year 4 Question and make thoughtful observations about starting points and select ideas to use in their work.</p>		<p>Textile skills used to make Eurovision flag in DT Self control</p> <p>Achieving and persevering</p> <p>Mutual respect</p> <p>Textiles</p> <p>Year 3 Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material.</p> <p>Year 4 Develop skills in stitching, cutting and joining.</p>			
			Evaluating and	Evaluating and	Evaluating and							

	<p style="text-align: center;">Evaluating and developing work</p> <p>Year 3 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Year 4 Annotate work in your journal.</p> <p style="text-align: center;">Drawing</p> <p>Year 3 Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information from different sources.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Year 4 Draw for a sustained</p>	<p style="text-align: center;">developing work</p> <p>Year 3 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Year 4 Annotate work in your journal.</p> <p style="text-align: center;">Drawing</p> <p>Year 3 Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information from different sources.</p> <p>Create textures with a wide range of drawing implements.</p> <p>Year 4 Draw for a sustained period of time at an appropriate level.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Vocabulary:</p> <p>Year 3 Observation, surface detail, journals,</p> <p>Year 4</p>	<p style="text-align: center;">developing work</p> <p>Year 3 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Year 4 Annotate work in your journal.</p> <p style="text-align: center;">3D</p> <p>Year 3 Plan, design and make models from observation or imagination.</p> <p>Use papier mache to create a simple 3D object.</p> <p>Year 4 Create surface patterns and textures in a malleable material.</p> <p>Vocabulary:</p> <p>Year 3 Base, papier mache</p> <p>Year 4 Surface, pattern</p>	<p style="text-align: center;">developing work</p> <p>Year 3 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Year 4 Annotate work in your journal.</p> <p style="text-align: center;">Drawing</p> <p>Year 3 Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information from different sources.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Year 4 Draw for a sustained period of time at an appropriate level.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Apply a simple use of pattern and texture in a drawing.</p> <p>Vocabulary:</p>	<p>Experiment with paste resist.</p> <p>Vocabulary:</p> <p>Year 3 Fringing</p> <p>Year 4 Overlap, layer</p>	
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period of time at an appropriate level.

Experiment with different grades of pencil and other implements to create lines and marks.

Begin to show an awareness of objects having a third dimension.

Apply tone in a drawing in a simple way.

Apply a simple use of pattern and texture in a drawing.

Vocabulary:

Year 3

Observation, surface detail, journals,

Year 4

Grades of pencil, third dimension, tone.

Printing

Year 3

Create printing blocks using a relief.

Design and create *complex* repeating patterns.

Year 4

Print with two colour overlays.

Grades of pencil, third dimension, tone.

Collage

Year 3

Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.

Year 4

Use collage as a means of collecting ideas and information and building a visual vocabulary.

Vocabulary:

Tear, overlap, layer

Digital Media

Year 3

Record and collect visual information using digital cameras and video recorders.

Present recorded visual images using software.

Use a graphics package to create images and effects with; **lines** .

Change the type of brush to an appropriate style.

Year 4

Use a graphics package to create images and effects

Year 3

Observation, surface detail, journals,

Year 4

Grades of pencil, third dimension, tone.

Painting

Year 3

Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.

Create different effects and textures with paint according to what they need for the task.

Mix colours and know which primary colours make secondary colours.

Use more specific colour language.

Year 4

Work on a range of scales e.g. thin brush on small picture etc.

Mix and use tints and shades.

Vocabulary:

Year 3

Colour blocking, washes, thickening paint,

PSHE Following SCARF (life education plan)												
PSHE assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Music	<p>Ukulele lessons weekly throughout the year</p> <p>Mutual respect</p> <p>Acceptance</p> <p>Achieving and persevering</p> <p>Autumn 1 Unit: Notation Curriculum Objective: -Use and understand staff and other musical notations. Knowledge and Understanding <ul style="list-style-type: none"> Analyse and compare sounds. Use and understand staff and other musical notations. Pitch <ul style="list-style-type: none"> Determine upwards and downwards direction in listening, performing and moving. </p>		<p>Ukulele lessons weekly throughout the year</p> <p>Mutual respect</p> <p>Acceptance</p> <p>Achieving and persevering</p> <p>Autumn2 Unit: Singing and use their voices. Curriculum Objective: -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Performing <ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a </p>		<p>Ukulele lessons weekly throughout the year</p> <p>Mutual respect</p> <p>Acceptance</p> <p>Achieving and persevering</p> <p>Spring 1 Unit: Music from around the world Curriculum Objective: -Develop an understanding of the history of music. -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listening <ul style="list-style-type: none"> Know how time and place can influence the way </p>		<p>Ukulele lessons weekly throughout the year</p> <p>Mutual respect</p> <p>Acceptance</p> <p>Achieving and persevering</p> <p>Spring 2 Unit: Singing and use their voices Curriculum Objective: -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Performing <ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a </p>		<p>Ukulele lessons weekly throughout the year</p> <p>Mutual respect</p> <p>Acceptance</p> <p>Achieving and persevering</p> <p>Summer 1 Unit: Composition Curriculum Objective: -Improvise and compose music for a range of purposes using the inter-related dimensions of music. -Listen with attention to detail and recall sounds with increasing aural memory. Performing <ul style="list-style-type: none"> Play tuned and untuned instruments with control and rhythmic accuracy. </p>		<p>Ukulele lessons weekly throughout the year</p> <p>Mutual respect</p> <p>Acceptance</p> <p>Achieving and persevering</p> <p>Summer 2 Unit: Notation Curriculum Objective: -Use and understand staff and other musical notations. Knowledge and Understanding <ul style="list-style-type: none"> Analyse and compare sounds. Use and understand staff and other musical notations. Pitch <ul style="list-style-type: none"> Determine upwards and downwards direction in listening, performing and moving. </p>	

	<ul style="list-style-type: none"> Recognise and imitate melody patterns in echoes. Show the overall contour of melodies as moving upwards, downwards or staying the same. Determine movement by step, by leaps or by repeats. Perform simple melody patterns. 	<p>sense of phrase and musical expression.</p> <ul style="list-style-type: none"> Practise, rehearse and present performances with an awareness of the audience. <p>Listening</p> <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. <p>Pitch</p> <ul style="list-style-type: none"> Perform simple melody patterns. <p>Duration</p> <ul style="list-style-type: none"> Indicate the steady beat by movement, including during a silence. Respond to changes in the speed of the beat. <p>Tempo</p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p>Texture</p> <ul style="list-style-type: none"> Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>). 	<p>music is created, performed and heard (for example, the effect of occasion and venue).</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. Improve their own and others' work in relation to its intended effect. Develop an understanding of the history of music. 	<p>sense of phrase and musical expression.</p> <ul style="list-style-type: none"> Practise, rehearse and present performances with an awareness of the audience. <p>Listening</p> <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. 	<p>Creating</p> <ul style="list-style-type: none"> Improvise and develop rhythmic and melodic material when performing. Explore, choose, combine and organise musical ideas within musical structures. <p>Duration</p> <ul style="list-style-type: none"> Respond to the strong beats whilst singing. Use instruments to keep a steady beat. <p>Hold a beat against another part.</p> <p>Structure</p> <ul style="list-style-type: none"> Recognise call and response form. Differentiate between the contrasting sections of a song. Recognise the difference between the verse and refrain of a song. 	<ul style="list-style-type: none"> Recognise and imitate melody patterns in echoes. Show the overall contour of melodies as moving upwards, downwards or staying the same. Determine movement by step, by leaps or by repeats. Perform simple melody patterns. 						
Music Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below

Languages	<p>Bonjour Basic greetings and numbers 1-10</p> <p>Achieving and persevering</p> <p>Curriculum objectives, amongst others:</p> <p>Listen attentively to spoken language and show understanding by joining in and responding develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>		<p>En classe Classroom objects, colours, instructions</p> <p>Achieving and persevering</p> <p>Curriculum objectives, amongst others:</p> <p>Read carefully and show understanding of words, phrases and simple writing develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>		<p>Mon corps Parts of the body, character descriptions, days of the week</p> <p>Achieving and persevering</p> <p>Curriculum objectives, amongst others:</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>		<p>Les animaux Animals, numbers 11-20, character descriptions</p> <p>Achieving and persevering</p> <p>Curriculum objectives, amongst others:</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>		<p>La famille Family members, alphabet, household items</p> <p>Achieving and persevering</p> <p>Curriculum objectives, amongst others:</p> <p>Describe people, places, things and actions orally and in writing.</p>		<p>Bon anniversaire Food, numbers 21-31, months of the year</p> <p>Achieving and persevering</p> <p>Curriculum objectives, amongst others:</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>	
Languages Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PE	<p>Sports hall athletics (ready for Jan comp) Louis Acceptance</p> <p>Achieving and persevering</p> <p>-To perform the pull throwing action -To explore different running techniques</p>		<p>Gymnastics (preparation for the comp) Acceptance</p> <p>Achieving and persevering</p> <p>-To develop ways of travelling on feet and hands and feet. -To develop balance on</p>		<p>Dance Superheroes (SSP) Acceptance</p> <p>Achieving and persevering</p> <p>-To explore movement, communicating character. -Create and perform a dance sequence with a</p>		<p>Invasion Games (basketball) Louis – possibly football skills Acceptance</p> <p>Achieving and persevering</p> <p>-To send and receive a ball -To travel with a ball. -To travel with a ball with</p>		<p>Target games (tri-golf SSP) Acceptance</p> <p>Achieving and persevering</p> <p>-To demonstrate sending a ball into a target with accuracy. -To use simple tactics. -To demonstrate aiming</p>		<p>Net and wall games (tennis) Acceptance</p> <p>Achieving and persevering</p> <p>-Explore different throwing actions -To consolidate throwing actions and practise catching.</p>	

	<ul style="list-style-type: none"> -To perform the sling throw -To develop jumping actions -Select an appropriate running technique for distance -To perform a push throw -To perform a start in a sprint type race -To throw for distance using three different throws -To perform a hop, step and jump -To pass a baton successfully in a race -To perform 5 different jumps -To perform in athletic type competitive events (run, jump and throw) 		<ul style="list-style-type: none"> small body parts. -To develop a range of jumping actions -To develop balance on large body parts. -To create a gymnastic sequence of travelling and balancing. -To explore different ways of rolling. -To perform rolling actions and link these with other actions to create a sequence. -To explore different ways of balancing, jumping and travelling. -To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions -To make simple judgements about the quality of performances. -To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions -To make simple judgements about the quality of performances and suggest ways they can be improved. 		<ul style="list-style-type: none"> partner. -Compose a sequence using contrasting actions. -Create a sequence conveying more than one character -Convey a narrative involving two characters. -To combine sequences to create a final performance. 		<ul style="list-style-type: none"> control -To use simple tactics to outwit and opponent -To apply basic principles suitable for attacking -To evaluate and recognise their own success -To travel with a ball with control in an invasion game -To apply basic principles suitable for attacking in an invasion game i.e. core task "On the Attack" -To evaluate and recognise their own success 		<ul style="list-style-type: none"> skills. 		<ul style="list-style-type: none"> -Explore different ways of throwing. -Consolidate catching skills. -To suggest ideas and practices to improve their play -Strike the ball using their hand or small bat. -Improve movement skills and body positions. -Familiarise them with a racquet and practise striking skills using a racquet -Choose a range of simple tactics to use in a simple game. -To develop range of striking skills suitable for net / wall type 	
PE Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below

<p>Maths (See separate MTP)</p>	<p>Children will be streamed into a straight Year group for Maths teaching.</p> <p>Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)</p> <p>Achieving and persevering</p>	<p>Children will be streamed into a straight Year group for Maths teaching.</p> <p>Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)</p> <p>Achieving and persevering</p>	<p>Children will be streamed into a straight Year group for Maths teaching.</p> <p>Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)</p> <p>Achieving and persevering</p>	<p>Children will be streamed into a straight Year group for Maths teaching.</p> <p>Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)</p> <p>Achieving and persevering</p>	<p>Children will be streamed into a straight Year group for Maths teaching.</p> <p>Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)</p> <p>Achieving and persevering</p>	<p>Children will be streamed into a straight Year group for Maths teaching.</p> <p>Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)</p> <p>Achieving and persevering</p>
<p>Literacy</p>	<p>Spelling</p> <p>Year 3</p> <ul style="list-style-type: none"> -Use further prefixes dis_, mis_, re_, and suffixes _ly, _ous, and understand how to add them. • -Add suffixes beginning with vowel letters to words of more than one syllable. • -Spell homophones and near homophones. • -Spell words containing the /ʌ/ sound spelt ou, e.g. young, touch, double. • -Spell words with endings sounding like /ʒə/ e.g. treasure, enclosure, pleasure. • -Spell words with endings sounding like or /tʃə/, e.g. creature, furniture, adventure. • -- Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey. • -Identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought. • -Identify and spell irregular plurals, e.g. goose/ geese, woman/women, potato /es. • -Use the first two letters of a word to check its spelling in a dictionary. • -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • -Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) <p>Year 4</p> <ul style="list-style-type: none"> -Use further prefixes, e.g. in-, im- ir-, sub-, inter-, super-, anti-, auto-. • -Use further suffixes, e.g. -ation, -tion, -ssion, -cian. • -Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves. • -Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus. • -Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine. • -Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. tongue, antique. • -Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene. • -Understand how diminutives are formed using e.g. suffix -ette and prefix mini. • Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and -ate = pollinate (verb). • -The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt. • -Use the first three letters of a word to check its spelling in a dictionary. • -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • -Explore and use the possessive apostrophe, e.g. boy's books (books belonging to a boy) and boys' books (books belonging to more than one boy). • -Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) 					
<p>Reading skills covered across units</p>						
<p>Developing pleasure in reading and motivation to read •</p> <p>-Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations. •</p>						

- Regularly listen to whole novels read aloud by the teacher. ▪
- Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion. ▪
- Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. ▪
- Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. ▪
- Sequence and discuss the main events in stories. ▪
- Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales. ▪
- Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. ▪
- Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times. ▪
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▪
- Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. ▪
- Regularly listen to whole novels read aloud by the teacher. ▪
- Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▪
- Learn a range of poems by heart and rehearse for performance. ▪
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▪
- Orally retell a range of stories, including less familiar fairy stories, myths and legends. ▪

Understanding the text

- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▪
- Explain the meaning of unfamiliar words by using the context. ▪
- Use dictionaries to check meanings of words they have read. ▪
- Use intonation, tone and volume when reading aloud. ▪
- Take note of punctuation when reading aloud. ▪
- Discuss their understanding of the text. ▪
- Raise questions during the reading process to deepen understanding e.g. I wonder why the character. ▪
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. ▪
- Make predictions based on details stated. ▪
- Justify responses to the text using the PE prompt (Point + Evidence). ▪
- Discuss the purpose of paragraphs. ▪
- Identify a key idea in a paragraph. ▪
- Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc. ▪
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. ▪
- Explain the meaning of key vocabulary within the context of the text. ▪
- Use dictionaries to check meanings of words in the texts that they read. ▪
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪
- Make predictions based on information stated and implied. ▪
- Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▪
- Justify responses to the text using the PE prompt (Point + Evidence). ▪
- Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. ▪
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▪
- Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. ▪
- Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ▪
- Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings. ▪

Retrieving and recording information from non-fiction

- Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▪

Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams. •

Quickly appraise a text to evaluate usefulness. •

Navigate texts in print and on screen. •

Record information from a range of non-fiction texts

Prepare for research by identifying what is already known about the subject and key questions to structure the task. •

Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. •

Record information from a range of non-fiction texts. •

Scan for dates, numbers and names. •

Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. •

Explain how paragraphs are used to order or build up ideas, and how they are linked

Participating in discussion

Participate in discussion about what is read to them and books they have read independently. •

Develop and agree on rules for effective discussion. •

Take turns and listen to what others say. •

Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles

Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. •

Develop, agree on and evaluate rules for effective discussion. •

Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles

Word reading

Read books at an age appropriate interest level. •

Use knowledge of root words to understand meanings of words. •

Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-. •

Use suffixes to understand meanings e.g. -ly, -ous. •

Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list)

Read books at an age appropriate interest level. •

Use knowledge of root words to understand meanings of words. •

Use prefixes to understand meanings e.g. in- , ir-, sub-, inter-super-, anti-, auto-. •

Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion. •

Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list)

Writing skills covered across units

Handwriting

Form and use the four basic handwriting joins. •

Write legibly

Use a joined style throughout their independent writing. •

Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Planning

Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. •

Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. •

Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.

Read and analyse narrative, non-fiction and poetry in order to plan their own versions. •

Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. •

Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.

Drafting and writing

- Create and develop settings for narrative. •
- Create and develop characters for narrative. •
- Improvise, create and write dialogue. •
- Create and develop plots based on a model. •
- Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. •
- Use different sentence structures (see VGP). •
- Group related material into paragraphs. •
- Use headings and sub headings to organise information.
- Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. •
- Plan and write an opening paragraph which combines setting and character/s. •
- Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. •
- Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. •
- Use different sentence structures (see VGP). •
- Use paragraphs to organise writing in fiction and nonfiction texts. •
- Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. •
- Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...

Evaluating and editing

- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. •
- Discuss and propose changes with partners and in small groups. •
- Improve writing in the light of evaluation.
- Proofread to check for errors in spelling, grammar and punctuation. •
- Discuss and propose changes to own and others' writing with partners/small groups. •
- Improve writing in light of evaluation

Performing

- Use appropriate intonation, tone and volume to present their writing to a group or class.
- Use appropriate intonation, tone and volume to present their writing to a range of audiences.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Narrative: Myths – Romulus and Remus</p> <p>Non-Fiction: Recounts- Roman Diaries based on 'Romans on the Rampage' by Jeremy Strong</p>	<p>Narrative: Classic fiction – Peter Pan</p> <p>Non-Fiction: Instructions – Making a safe circuit leaflet</p> <p>Poetry: Classic Poetry- Classic Scottish Poems</p>	<p>Narrative: Novel on a Theme – Giant by Kate Scott</p> <p>Non-Fiction: Non- Chronological Report- The Digestive System</p>	<p>Narrative: Stories on a theme (Water)- The Mousehole Cat</p> <p>Non-Fiction Explanation Text- The Water Cycle</p>	<p>Narrative: Folk Tales – Rapunzel</p> <p>Non-Fiction: Persuasion – Advert for Eurovision Song Contest</p> <p>Poetry: Limericks and Hyperbole</p>	<p>Narrative: Stories with issues and dilemmas - The Animals of Farthing Wood</p> <p>Non-Fiction: Discussion/debate – Woodland habitats</p> <p>Poetry: Poetry on a theme - Animals</p>

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