

Subject	Class 7 Year 3/4 2023-2024					
	Community Link - Chorley Help the Homeless Food Bank and pen pals with a school in USA					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme (Q) <u>Stone, Bronze and Iron Age</u> <b>How did Britain change from the Stone Age to the Iron Age?</b>	Theme (Q) <u>Romans</u> <b>How did Rome get its name?</b>	Theme (Q) <u>The Human body and Digestion</u> <b>What's underneath my skin?</b>	Theme (Q) <u>Rivers and Mountains</u> <b>Did you know, you're drinking dinosaur wee?</b>	Theme (Q) <u>Eurovision</u> <b>Are we still actually part of Europe?</b>	Theme (Q) <u>Environment and Scotland</u> <b>Why is our natural environment precious?</b>
	Hook: Visit to the World Museum, Liverpool for a workshop	Hook: Roman Workshop	Hook: Make the digestive system	Hook: Visit to Cuerden Valley	Hook: Eurovision day	Hook: Perform Scottish poetry
	GR: Varjak Paw	GR: Race to the Frozen North	GR: The Miraculous Journey of Edward Tulane	GR: Song of the Dolphin Boy	GR: The Nothing to See Here Hotel	GR: The Boy Who Grew Dragons
Geography	<b>Counties and Cities in the UK</b> <u>What makes the United Kingdom?</u> <b>Concept - Landmarks</b> <b>E - Safety</b>  <b>Locational knowledge</b> 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)  <b>Geographical skills and fieldwork</b> Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.	<b>Settlement and Land Use – trade links</b> <u>(Linked to History topic)</u> <u>Why are settlements different?</u>  <b>Concept - Land use</b>  <b>E-Safety</b>  <b>CC - Diary - Settler choosing a place to settle based on needs.</b>  <b>Human and physical geography</b> Describe and understand key aspects of: Human geography, including: types of settlement and land use and economic activity including trade links		<b>Water Cycle and Rivers</b> <u>Where does a river come from?</u>  <b>Concept - Weather</b>  <b>E-Safety</b>  <b>Human and physical geography</b> Describe and understand key aspects of: Physical geography, including: rivers and mountains.  <b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries.  Use fieldwork to observe, measure, record and present the human	<b>Europe and Major Cities</b> <u>Similarities and differences between UK and a region of a European country</u> <u>How is the UK unique if we're part of Europe?</u> <b>Concept – Landmarks, Weather</b>  <b>E-Safety</b>  <b>Mutual respect</b>  <b>CC - Information</b> leaflet/brochure for why Eurovision should be held in a particular city.  <b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe and major cities.	

	<p><b>Vocabulary:</b></p> <p><b>Directional language:</b></p> <p><b>Year 3</b></p> <p>8 point compass directions</p>	<p><b>Vocabulary:</b></p> <p><b>Year 4 - Economic activity inc trade links</b></p> <p>crops, customer, employment, export, factory, fair trade, growth, import, jobs, organic, shop, tourism, trade, wages</p>		<p>and physical features in the local area using a range of methods including sketch maps, plans.</p> <p><b>Vocabulary:</b></p> <p><b>Rivers/mountains</b></p> <p>bed, bank, channel, current, erosion, flood, meander, mouth, source, tributary, valley.</p>	<p>Identify the position and significance of the Equator, Arctic and Antarctic Circle.</p> <p>Identify the position and significance of the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p><b>Place knowledge</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, globes, atlases digital/computer mapping to locate countries</p> <p>Use a wider range of maps (including digital), atlases and globes to locate countries</p> <p><b>Vocabulary:</b></p> <p><b>Year 3</b></p> <p>Arctic Circle, Antarctic Circle,</p> <p><b>Year 4</b></p> <p>Northern Hemisphere, Southern Hemisphere,</p>	
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									Tropics of Cancer and Capricorn			
Geography Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
History	<p>SUBSTANTIVE CONCEPT</p> <p>Childhood</p> <p>INVASION</p> <p>Stone Age, Bronze Age and Iron Age</p> <p>What can we learn from the remains of Skara Brae about life in Ancient Britain?</p> <p>Emphases Farming, Weapons, Story Telling, Skara Brae</p> <p>Mutual respect</p> <p>Showing compassion</p> <p>National Curriculum</p> <p>Changes in Britain from the stone age to the iron age.</p> <p>Chronology:</p> <p>Use some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into different</p>		<p>SUBSTANTIVE CONCEPT</p> <p>Monarchy:</p> <p>INVASION</p> <p>Roman Empire and its impact</p> <p>Why was Britain so important to the Romans?</p> <p>E-Safety</p> <p>Mutual respect</p> <p>Showing compassion</p> <p>National Curriculum:</p> <p>Roman Empire and its impact.</p> <p>What was the Roman Empire?</p> <p>How did it impact Britain?</p> <p>What did the Romans build?</p> <p>Chronology:</p> <p>Use some dates and historical terms when ordering events and objects.</p>								<p>SUBSTANTIVE CONCEPT</p> <p>INVASION</p> <p>Anglo Saxons and Scots.</p> <p>Roman Withdrawal and Scots invasion.</p> <p>Why is Scotland called Scotland?</p> <p>(It used to be North Britain)</p> <p>National Curriculum</p> <p>British Settlements by Anglo Saxons and Scots:</p> <p>Chronology:</p> <p>Use some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time</p>	

	<p>periods of time and explore trends and changes over time.</p> <p><b>Events, people and changes:</b> Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Communication:</b> Use relevant historical terms and vocabulary linked to chronology.</p> <p><b>Enquiry, interpretation and using sources:</b> Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p><b>Vocabulary:</b> <u><b>Key Vocabulary:</b></u>  AD, BC, CE, BCE, era Palaeolithic, Mesolithic, Neolithic stone age, iron age, bronze age, Ancient, settlers, , settlement, Brits, archaeologists, excavate, historian, historical</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><b>Events, people and changes:</b> 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><b>Communication:</b> 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><b>Enquiry, interpretation and using sources:</b> 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>Explore trends and changes over time</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><b>Events people and changes:</b></p> <p>Describe some aspects of the Roman Empire and recognise its impact on Britain</p> <p>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age</p> <p>Demonstrate knowledge of aspects of history significant in their locality including <b>where</b> and <b>when they appeared.</b></p> <p>Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</p> <p>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge</p>
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		<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><b>Vocabulary:</b>  Empire  Impact,  Conquer  Key Dates  Monarchy  Invasion  Roman  Western Civilization  Ancient  AD, BC, CE, BCE,  era, Ancient, settlers, ,  settlement, Brits,  archaeologists, excavate,  historian, historical</p> <p><u><b>SOME CHILDREN WILL USE</b></u></p> <p>Bloodshed, distress</p>				<p>beyond 1066</p> <p>Demonstrate more in-depth knowledge of one specific civilisation</p> <p><b>Communication:</b></p> <p>Discuss and debate historical issues.</p> <p>Use appropriate vocabulary when discussing and describing historical events.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Choose relevant ways to communicate historical findings</p> <p><b>Enquiry, interpretation and using Sources:</b></p> <p>use sources to address historically valid questions and hypotheses.</p> <p>recognise that our knowledge of the past is constructed from</p>
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											different sources of evidence	
											recognise why some events happened and what happened as a result.	
											identify historically significant people and events in different situations	
											<b>Key Vocabulary:</b> Political, religious, social, invasion, settlements, Britain, conquer, civilisation, celts, anglo-saxons, conquest, shape our lives.	
History Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Science	<b>Forces and Magnets (Yr3)</b> <b>Can objects really be attracted to each other?</b>  <b>Year 3</b>  Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  Observe how magnets attract or repel each other		<b>Electricity (Yr4)</b> <b>How do the lights in my house work?</b>  <b>CC - The diary of an electron as it moves through a circuit</b>  <b>Year 4</b>  Identify common appliances that run on electricity.  Construct a simple series electrical circuit, identifying and naming its basic parts,		<b>Animals including humans</b> <b>Digestive System</b> <b>Skeletons</b> <b>What's underneath my skin?</b>  <b>E-Safety</b>  <b>Year 3</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get		<b>Rocks (Yr3)</b> <b>Why don't all rocks look the same?</b>  <b>Everyday Materials</b> <b>Properties and changes of materials</b> <b>States of matter (Yr4)</b> <b>What if water couldn't freeze?</b>  <b>Year 3</b> Compare and group together different kinds of rocks on the basis of their		<b>Light (Yr3)</b> <b>How can light be dangerous if it's so important?</b>  <b>Sound (Yr4)</b> <b>Are all sounds heard?</b>  <b>E-Safety</b>  <b>Year 3</b> Recognise that they need light in order to see things		<b>Plants (Yr3)</b> <b>Do plants have feelings?</b>  <b>Living things and their habitats (Yr4)</b> <b>Why can't fish live on land?</b>  <b>Rule of law</b>  <b>Mutual respect</b>  <b>Showing compassion</b>  <b>Acceptance</b>	

<p>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><b>Skills</b></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 out how far things move on different surfaces and gathering and recording</p>	<p>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><b>Skills</b></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><b>Vocabulary:</b></p> <p>Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short</p>	<p>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><b>Year 4</b></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.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>Skills</b></p> <p>Comparing the teeth of carnivores and herbivores, and suggesting reasons for differences.</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 them according to what they eat.</p> <p>Draw and discuss their ideas about the digestive system.</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><b>Skills</b></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>and that dark is the absence of light.</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><b>Skills</b></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><b>Vocabulary:</b></p> <p>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p> <p><b>Year 4</b></p> <p>Identify how sounds are made, associating some of</p>	<p><b>Year 3</b></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><b>Skills</b></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><b>Vocabulary:</b></p> <p>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal,</p>
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	<p>data to find answers to their questions.</p> <p><b>Vocabulary:</b></p> <p>Force, twist, contact force, non-contact force, magnetic force, names of magnets, attract, repel, magnetic, poles, north pole, south pole.</p>	<p>circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol</p>	<p><b>Vocabulary:</b></p> <p>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><b>CC – Information leaflet/poster – Teeth and how to look after them.</b></p> <p>or</p> <p><b>CC - Recount of making the Digestive System.</b></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><b>Vocabulary:</b></p> <p>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><b>Year 4</b></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>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>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><b>Skills</b></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 pitch and volume.</p> <p><b>Vocabulary:</b></p> <p>Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation</p>	<p>animal dispersal, water dispersal)</p> <p><b>Year 4</b></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><b>Skills</b></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><b>Vocabulary:</b></p> <p>Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p> <p><b>CC – Non-Chronological Report about an endangered animal and its</b></p>
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						<b>Skills</b>  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).  <b>Vocabulary:</b> Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle		habitat inc how to protect its environment.				
Science Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
RE	The Lord's Prayer (S2)  What do the words of the Lord's Prayer really mean?  Mutual Respect  Acceptance		Christmas (3.2)  How does the presence of Jesus impact on people's lives?  E-Safety		Jesus, the son of God (4.3)  Why do Christians believe Jesus is the Son of God?  Rule of law  Democracy  Responsibility		Easter (4.4)  Easter Production: Y4 leading the Easter Service in Church.  Whole school worship: Yr3  A story of betrayal or trust?		The Church (4.5) Visit to a Cathedral and/or Living Waters in Chorley.  Are all churches the same?  Mutual respect  Individual Liberty  Acceptance		Rules for Living (3.5)  Which rules should we follow?  E-Safety  Rule of law  Mutual respect  Democracy  Acceptance	

			<b>Individual liberty</b>  <b>Acceptance</b>	<b>Rule of law</b>  <b>Forgiveness</b>  CC – Diary entry of Mary after seeing Jesus Risen.  or  CC – Narrative modern day story of Jesus entering Jerusalem.	CC – Recount of the Prayer Days	<b>Forgiveness</b>
Computing	Information Technology: Digital research – searching  <b>Digital research using a range of search engines</b> <b>How can I find accurate answers to the questions I have?</b>  <b>E-Safety</b>  Develop their search strategies further by refining their use of keywords and starting to use appropriate key phrases and questions.  Have a simple understanding of how search engines work.  Understand the difference between the internet and World Wide Web	Digital Literacy: Online Safety  <b>Online Safety using Project Evolve, Year 3,</b>  <b>Online Relationships (6 sessions)</b>  <b>Who are my online friends?</b>  <b>E-Safety</b>  <b>CC - Instructions for keeping safe on the Internet</b>  Use technology respectfully, responsibly and safely, knowing how to keep their information and passwords secure.  Know different ways of reporting concerns about content and contact involving the internet and	Computer Science: Programming  <b>Coding Espresso Level 3</b> <b>Sequence and animation and Conditional Events (selection)</b> <b>What is coding and how is it used?</b>  Plan and write algorithms and programs using sequence and repetition and further  Develop their computational thinking strategies to solve problems and errors in their algorithms and programs.  Have knowledge and experience of using a range of different inputs and outputs.	Computer Science: Programming  <b>Crumble Lighthouse project?</b> <b>How can coding save lives at sea?</b> CC - Explanation text - Why lighthouses are important  or  <b>CC - Instructions for making the Lighthouse</b>  Design and write more complex algorithms and programs using sequence, repetition and selection.  Further develop their computational thinking to help debug their programs and  Design and solve problems and tasks.  Develop their understanding of inputs and outputs	Information Technology: Text and images  <b>Create content</b> <b>Use 2Publish to make a poster for Eurovision</b> <b>Why are events advertised?</b>  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.  Combine and use various tools  <b>Vocabulary:</b>  Layout, formatting, graphics, illustrations,	Computer Science: Simulations and Modelling  <b>AND</b>  Information Technology: Data handling  <b>Simulations and Modelling using Purple mash unit 3.3</b> <b>Spreadsheets</b> <b>How can I store and present information?</b>  Use a variety of software and devices to create digital assets such as programs, graphs and multimedia content for a defined purpose  Use and combine a variety of software and devices with increasing independence, to create a range of digital assets such as programs, databases,

	Evaluate different search engines  <b>Vocabulary:</b>  Search, search engine, google, ecosia, bing, ask jeeves, yahoo		other communication technologies.  Have a greater understanding of what is acceptable and unacceptable online behaviour.  Start to develop strategies to verify the reliability and accuracy of information on the internet and develop an awareness of copyright.  <b>Vocabulary:</b>  Likes, interests, content, information, trust, permission, sharing, online relationships		<b>Vocabulary:</b>  Conditional statement, condition, collide, object, hit event, input, timer event, sequence, execute, algorithm		further, demonstrating how they can use programs to control external devices such as sensors, motors and robots.  <b>Vocabulary:</b> Crumble, sparkle, input, output, crocodile clip, circuit, sparkle baton, algorithm				systems and multimedia content.  Use models and simulations to produce graphs and explore patterns and relationships.  <b>Vocabulary:</b>  <>=, copy and paste, columns, cells, rows, spreadsheet  <b>Data Handling using a Datalogger</b> Use dataloggers to capture, record and analyse data continuously over time.  <b>Vocabulary:</b>  Datalogger, recording, data	
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
DT					Mechanical Arm (linked to Science topic on humans and skeletons)  What makes my arms and fingers bend and move?  E-Safety  Self control		Year 4 Crumble Lighthouse project (linked to Computing		Design and make a flag for a newly discovered country. (Incorporating Textile skills from Art and Design (using paste resist and joining with a loop and button)- see subject area)  Why do countries have a national flag?  E-Safety			

			<b>Achieving and persevering</b>  <b>Skills</b> Use mechanical systems such as cams, pulleys and gears.  <b>Design</b> 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.  Use computer aided design to develop and communicate ideas.  <b>Make</b> 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.  Explain choice of materials according to properties.  <b>Evaluate</b> Evaluate their ideas and products against their own design criteria and consider the views of		<b>Self control</b>  <b>Achieving and persevering</b>  <b>Skills</b> Running stitch, over sewing, blanket stitch. Sew on buttons and make loops. Understand seam allowance. Use prototype to make pattern.  <b>Design</b> 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.  <b>Make</b> 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.  <b>Evaluate</b>	

		<p>others to improve their work.</p> <p><b>Technical knowledge</b></p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p><b>Vocabulary:</b></p> <p>Mechanism, lever, linkage pivot, slot, guide, linear, rotary, oscillating, reciprocating, names of tools used, names of materials.</p>		<p>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> <p><b>Vocabulary:</b></p> <p>Names of fabrics (e.g. hessian, binca), names of components (e.g. zip, velcro), names of tools used, names of stitches learned, template, pattern, seam, seam allowance, finish, applique, decorative, functional.</p> <p><b>Food (done within Eurovision Day)</b></p> <p><b>Can I develop my culinary skills to prepare and cook healthy, nutritious food?</b></p> <p><b>Self control</b></p> <p><b>Achieving and persevering</b></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	
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									<b>Vocabulary</b>  Related to food – more advanced vocab related to texture, taste and appearance  Names of equipment, utensils  Verbs for preparation techniques  Names of food products met in project  Language related to food sourcing and production – process, seasonal, reared, harvested, grown, caught, hygiene, variety			
DT Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Art and Design					<u>Henry Moore sculpture (3D)</u> Can a sculpture show feelings and emotions?  E-Safety Self control Achieving and persevering Mutual respect  Exploring and developing ideas Year 3		<u>Monet style painting (Drawing, Painting)</u> How is light and colour used to create impressions on the water?  E-Safety Self control Achieving and persevering Mutual respect  Exploring and developing ideas Year 3		<u>Textile skills used to make flag in DT</u> How do techniques affect a finished product? Self control Achieving and persevering Mutual respect  Textiles Year 3 Use a variety of techniques, e.g. printing, dyeing, weaving and		<u>Steven Brown animal (Drawing, Collage, Digital Media)</u> Can I replicate a McCoo? E-Safety Self control Achieving and persevering Mutual respect  Exploring and developing ideas Year 3 Select and record from first hand observation,	

			<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><b>Year 4</b></p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p><b>Evaluating and developing work</b></p> <p><b>Year 3</b></p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p><b>Year 4</b></p> <p>Annotate work in your journal.</p> <p><b>3D</b></p> <p><b>Year 3</b></p> <p>Plan, design and make models from observation or imagination.</p> <p>Use papier mache to create a simple 3D object.</p> <p><b>Year 4</b></p> <p>Create surface patterns and textures in a malleable material.</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><b>Year 4</b></p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p><b>Evaluating and developing work</b></p> <p><b>Year 3</b></p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p><b>Year 4</b></p> <p>Annotate work in your journal.</p> <p><b>Drawing</b></p> <p><b>Year 3</b></p> <p>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>stitching to create different textural effects</p> <p>Match the tool to the material.</p> <p><b>Year 4</b></p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with paste resist.</p> <p><b>Vocabulary:</b></p> <p><b>Year 3</b></p> <p>Fringing</p> <p><b>Year 4</b></p> <p>Overlap, layer</p>	<p>experience and imagination, and explore ideas for different purposes.</p> <p><b>Year 4</b></p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p><b>Evaluating and developing work</b></p> <p><b>Year 3</b></p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p><b>Year 4</b></p> <p>Annotate work in your journal.</p> <p><b>Drawing</b></p> <p><b>Year 3</b></p> <p>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</p>
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			<p><b>Vocabulary:</b></p> <p><b>Year 3</b> Base, papier mache</p> <p><b>Year 4</b> Surface, pattern</p>	<p><b>Year 4</b> 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><b>Vocabulary:</b></p> <p><b>Year 3</b> Observation, surface detail, journals,</p> <p><b>Year 4</b> Grades of pencil, third dimension, tone.</p> <p><b>Painting</b></p> <p><b>Year 3</b> Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Mix colours and know which primary colours make secondary colours.</p> <p>Use more specific colour language.</p>		<p>different forms and shapes.</p> <p>Create textures with a wide range of drawing implements.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p><b>Year 4</b> Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Begin to show an awareness of objects having a third dimension.</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><b>Vocabulary:</b></p> <p><b>Year 3</b> Observation, surface detail, journals,</p> <p><b>Year 4</b> Grades of pencil, third dimension, tone.</p> <p><b>Collage</b></p>
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			<p><b>Year 4</b></p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Mix and use tints and shades.</p> <p><b>Vocabulary:</b></p> <p><b>Year 3</b> Colour blocking, washes, thickening paint,</p> <p><b>Year 4</b> Scales, tints and shades.</p> <p><b>Printing</b></p> <p><b>Year 3</b> Create printing blocks using a relief.</p> <p>Design and create <i>complex</i> repeating patterns.</p> <p><b>Year 4</b> Print with two colour overlays.</p> <p><b>Vocabulary:</b></p> <p><b>Year 3</b> Printing blocks</p> <p><b>Year 4</b> Repeating patterns, two colour overlays</p>		<p><b>Year 3</b></p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p><b>Year 4</b></p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p><b>Vocabulary:</b> Tear, overlap, layer</p> <p><b>Digital Media</b></p> <p><b>Year 3</b></p> <p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software.</p> <p>Use a graphics package to create images and effects with; <b>lines</b> .</p> <p>Change the type of brush to an appropriate style.</p> <p><b>Year 4</b></p> <p>Use a graphics package to create images and effects with; <b>lines</b> by controlling the brush tool with increased precision.</p>
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											Create <b>shapes</b> by making selections to cut, duplicate and repeat.  Experiment with <b>colours and textures</b> by using effects and simple filters to manipulate and create images for a purpose.  <b>Vocabulary:</b>  <b>Year 3</b> Record, precision  <b>Year 4</b> Filters	
Art and design assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PSHE Following SCARF (life education plan)	<p><i>Me and My Relationships</i></p> <p><i>Why is friendship so important?</i></p> <p>Looking after our special people 3</p> <p>An email from Harold! 4</p> <p>Ok or not ok? (part 1) 4</p> <p>Ok or not ok? (part 2) 4</p> <p>Human machines 4</p>		<p><i>Valuing Difference</i></p> <p><i>Are friends different from neighbours?</i></p> <p>Our friends and neighbours 3</p> <p>Islands 4</p> <p>The people we share our world with 4</p> <p>Friend or acquaintance? 4</p>		<p><i>Keeping Myself Safe</i></p> <p><i>How can I keep myself and others safe?</i></p> <p>Super Searcher 3</p> <p>The Risk Robot 3</p> <p>Danger, risk or hazard? (Y4)</p> <p>How dare you! 4</p> <p>Medicines: check the label Y4</p> <p>Raisin challenge (2) Y4</p> <p>Helping each other to stay safe y3</p>		<p><i>Rights and Responsibilities</i></p> <p><i>How do we make a difference?</i></p> <p>Our helpful volunteers 3</p> <p>Who helps us stay healthy and safe? (y4)</p> <p>It's your right 4</p> <p>How do we make a difference? 4</p> <p>Safety in numbers 4</p> <p>Earning money 3</p> <p>Harold's expenses 4</p>		<p><i>Being My Best</i></p> <p><i>Does everybody have a talent?</i></p> <p>Top talents 3</p> <p>Poorly Harold 3</p> <p>SCARF Hotel 4</p> <p>Harold's Seven Rs 4</p> <p>My school community (1) 4</p> <p>Basic first aid 4</p>		<p><i>Growing and Changing</i></p> <p><i>What happens when we grow up?</i></p> <p>All change! 4</p> <p>Secret or surprise? 4</p> <p>Together 4</p> <p>Relationship Tree 3</p> <p>Let's all Tidy Up!</p>	

PSHE assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Music	<p>Ukulele lessons weekly throughout the year <b>What is a ukulele and how can I play it?</b></p> <p><b>Mutual respect</b></p> <p><b>Acceptance</b></p> <p><b>Achieving and persevering</b></p> <p><b>Autumn 1</b> <b>Unit:</b> Notation <b>Curriculum Objective:</b> -Use and understand staff and other musical notations. <b>Knowledge and Understanding</b> ▪ Analyse and compare sounds. ▪ Use and understand staff and other musical notations. <b>Pitch</b> ▪ Determine upwards and downwards direction in</p>		<p>Ukulele lessons weekly throughout the year <b>How can I look after my vocal chords?</b></p> <p><b>Mutual respect</b></p> <p><b>Acceptance</b></p> <p><b>Achieving and persevering</b></p> <p><b>Autumn2</b> <b>Unit:</b> Singing and use their voices. <b>Curriculum Objective:</b> -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <b>Performing</b> ▪ Sing songs, speak chants</p>		<p>Ukulele lessons weekly throughout the year <b>Why is reading music important to musicians?</b></p> <p><b>Mutual respect</b></p> <p><b>Acceptance</b></p> <p><b>Achieving and persevering</b></p> <p><b>Spring 1</b> <b>Unit:</b> Music from around the world <b>Curriculum Objective:</b> -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. <b>Listening</b></p>		<p>Ukulele lessons weekly throughout the year <b>How can chords change the way music sounds?</b></p> <p><b>Mutual respect</b></p> <p><b>Acceptance</b></p> <p><b>Achieving and persevering</b></p> <p><b>Spring 2</b> <b>Unit:</b> Singing and use their voices <b>Curriculum Objective:</b> -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <b>Performing</b> ▪ Sing songs, speak chants</p>		<p>Ukulele lessons weekly throughout the year <b>Can I play a variety of genres?</b></p> <p><b>Mutual respect</b></p> <p><b>Acceptance</b></p> <p><b>Achieving and persevering</b></p> <p><b>Summer 1</b> <b>Unit:</b> Composition <b>Curriculum Objective:</b> -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. <b>Performing</b> ▪ Play tuned and untuned</p>		<p>Ukulele lessons weekly throughout the year <b>Can I demonstrate all I have learnt in a live performance?</b></p> <p><b>Mutual respect</b></p> <p><b>Acceptance</b></p> <p><b>Achieving and persevering</b></p> <p><b>Summer 2</b> <b>Unit:</b> Notation <b>Curriculum Objective:</b> -Use and understand staff and other musical notations. <b>Knowledge and Understanding</b> ▪ Analyse and compare sounds. ▪ Use and understand staff and other musical notations. <b>Pitch</b> ▪ Determine upwards and</p>	

	<p>listening, performing and moving.</p> <ul style="list-style-type: none"> <li>▪ Recognise and imitate melody patterns in echoes.</li> <li>▪ Show the overall contour of melodies as moving upwards, downwards or staying the same.</li> <li>▪ Determine movement by step, by leaps or by repeats.</li> <li>▪ Perform simple melody patterns.</li> </ul>	<p>and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</p> <ul style="list-style-type: none"> <li>▪ Practise, rehearse and present performances with an awareness of the audience.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>▪ Perform simple melody patterns.</li> </ul> <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>▪ Indicate the steady beat by movement, including during a silence.</li> <li>▪ Respond to changes in the speed of the beat.</li> </ul> <p><b>Tempo</b></p> <ul style="list-style-type: none"> <li>▪ Identify the differences between fast and slow tempos.</li> <li>▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>▪ Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.</li> <li>▪ Improve their own and others' work in relation to its intended effect.</li> <li>▪ Develop an understanding of the history of music.</li> </ul>	<p>and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</p> <ul style="list-style-type: none"> <li>▪ Practise, rehearse and present performances with an awareness of the audience.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p>instruments with control and rhythmic accuracy.</p> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>▪ Improvise and develop rhythmic and melodic material when performing.</li> <li>▪ Explore, choose, combine and organise musical ideas within musical structures.</li> </ul> <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>▪ Respond to the strong beats whilst singing.</li> <li>▪ Use instruments to keep a steady beat.</li> </ul> <p>Hold a beat against another part.</p> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>▪ Recognise call and response form.</li> <li>▪ Differentiate between the contrasting sections of a song.</li> <li>▪ Recognise the difference between the verse and refrain of a song.</li> </ul>	<p>downwards direction in listening, performing and moving.</p> <ul style="list-style-type: none"> <li>▪ Recognise and imitate melody patterns in echoes.</li> <li>▪ Show the overall contour of melodies as moving upwards, downwards or staying the same.</li> <li>▪ Determine movement by step, by leaps or by repeats.</li> <li>▪ Perform simple melody patterns.</li> </ul>
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PE	<p><b><u>Sports hall athletics</u></b> <b><u>(ready for Jan comp)</u></b> <b>Could I be an Olympic athlete?</b> <b>Acceptance</b> <b>Achieving and persevering</b></p> <ul style="list-style-type: none"> <li>-To perform the pull throwing action</li> <li>-To explore different running techniques</li> <li>-To perform the sling throw</li> <li>-To develop jumping actions</li> <li>-Select an appropriate running technique for distance</li> <li>-To perform a push throw</li> <li>-To perform a start in a sprint type race</li> <li>-To throw for distance using three different throws</li> <li>-To perform a hop, step and jump</li> <li>-To pass a baton successfully in a race</li> <li>-To perform 5 different jumps</li> <li>-To perform in athletic type competitive events (run, jump and throw)</li> </ul>	<p><b><u>Gymnastics</u></b> <b><u>(preparation for the comp)</u></b> <b>How does a gymnast create a performance?</b> <b>Acceptance</b> <b>Achieving and persevering</b></p> <ul style="list-style-type: none"> <li>-To develop ways of travelling on feet and hands and feet.</li> <li>-To develop balance on small body parts.</li> <li>-To develop a range of jumping actions</li> <li>-To develop balance on large body parts.</li> <li>-To create a gymnastic sequence of travelling and balancing.</li> <li>-To explore different ways of rolling.</li> <li>-To perform rolling actions and link these with other actions to create a sequence.</li> <li>-To explore different ways of balancing, jumping and travelling.</li> <li>-To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions</li> <li>-To make simple judgements about the quality of performances.</li> <li>-To create a sequence using travelling, balancing,</li> </ul>	<p><b><u>Dance Superheroes</u></b> <b><u>(SSP)</u></b> <b>Can dance show who I am and how I feel?</b> <b>Acceptance</b> <b>Achieving and persevering</b></p> <ul style="list-style-type: none"> <li>-To explore movement, communicating character.</li> <li>-Create and perform a dance sequence with a partner.</li> <li>-Compose a sequence using contrasting actions.</li> <li>-Create a sequence conveying more than one character</li> <li>-Convey a narrative involving two characters.</li> <li>-To combine sequences to create a final performance.</li> </ul>	<p><b><u>Invasion Games</u></b> <b><u>(basketball)</u></b> <b>Which is more important - attack or defend?</b> <b>Acceptance</b> <b>Achieving and persevering</b></p> <ul style="list-style-type: none"> <li>-To send and receive a ball</li> <li>-To travel with a ball.</li> <li>-To travel with a ball with control</li> <li>-To use simple tactics to outwit and opponent</li> <li>-To apply basic principles suitable for attacking</li> <li>-To evaluate and recognise their own success</li> <li>-To travel with a ball with control in an invasion game</li> <li>-To apply basic principles suitable for attacking in an invasion game i.e. core task "On the Attack"</li> <li>-To evaluate and recognise their own success</li> </ul>	<p><b><u>Target games</u></b> <b><u>(tri-golf SSP)</u></b> <b>How can I be a good golfer?</b> <b>Acceptance</b> <b>Achieving and persevering</b></p> <ul style="list-style-type: none"> <li>-To demonstrate sending a ball into a target with accuracy.</li> <li>-To use simple tactics.</li> <li>-To demonstrate aiming skills.</li> </ul>	<p><b><u>Net and wall games</u></b> <b><u>(tennis)</u></b> <b>Why are tactics important in tennis?</b> <b>Acceptance</b> <b>Achieving and persevering</b></p> <ul style="list-style-type: none"> <li>-Explore different throwing actions</li> <li>-To consolidate throwing actions and practise catching.</li> <li>-Explore different ways of throwing.</li> <li>-Consolidate catching skills.</li> <li>-To suggest ideas and practices to improve their play</li> <li>-Strike the ball using their hand or small bat.</li> <li>-Improve movement skills and body positions.</li> <li>-Familiarise them with a racquet and practise striking skills using a racquet</li> <li>-Choose a range of simple tactics to use in a simple game.</li> <li>-To develop range of striking skills suitable for net / wall type</li> </ul>
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			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.									
PE Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Maths (See separate MTP)	Children will be taught in year groups between the class teacher and a supporting teacher. This will be rotated regularly.  Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)  Achieving and persevering		Children will be taught in year groups between the class teacher and a supporting teacher. This will be rotated regularly.  Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)  Achieving and persevering		Children will be taught in year groups between the class teacher and a supporting teacher. This will be rotated regularly.  Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)  Achieving and persevering		Children will be taught in year groups between the class teacher and a supporting teacher. This will be rotated regularly.  Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)  Achieving and persevering		Children will be taught in year groups between the class teacher and a supporting teacher. This will be rotated regularly.  Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)  Achieving and persevering		Children will be taught in year groups between the class teacher and a supporting teacher. This will be rotated regularly.  Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)  Achieving and persevering	
Literacy	<b>Spelling</b>  <b>Year 3</b> -Use further prefixes <b>dis_ mis_ re_</b> and suffixes <b>_ly_ous</b> , 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 /n/ sound spelt <b>ou</b> , e.g. <b>young, touch, double</b> • -Spell words with endings sounding like /ʒə/ e.g. <b>treasure, enclosure, pleasure</b> . • -Spell words with endings sounding like or /tʃə/, e.g. <b>creature, furniture, adventure</b> . • -- Spell words with the <b>/ei/</b> sound spelt <b>ei, eigh, or ey</b> , e.g. <b>vein, weigh, eight, neighbour, they, obey</b> • -Identify and spell <b>irregular past tense verbs</b> , e.g. send /sent, hear / heard, think/ thought • -Identify and spell <b>irregular plurals</b> , e.g. goose/ geese, woman/women, potato /es • -Use the first two letters of a word to check its spelling in a dictionary. •						<b>Year 4</b> -Use further prefixes, e.g. <b>in- , im- ir-, sub-, inter-, super-, anti-, auto-</b> . • -Use further suffixes, e.g. <b>-ation, -tion, -ssion, -cian</b> . • -Investigate what happens to <b>words ending in f</b> when suffixes are added, e.g. <b>calf/calves</b> . -Identify and spell words with the <b>/k/</b> sound spelt <b>ch</b> (Greek in origin), e.g. <b>scheme, chorus</b> . • -Identify and spell words with the <b>/ʃ/</b> sound spelt <b>ch</b> (mostly French in origin), e.g. <b>chef, chalet, machine</b> . • -Identify and spell words ending with the <b>/g/</b> sound spelt <b>-gue</b> and the <b>/k/</b> sound spelt <b>-que</b> (French in origin), e.g. <b>tongue, antique</b> . • -Identify and spell words with the <b>/s/</b> sound spelt <b>sc</b> (Latin in origin), e.g. <b>science, scene</b> . -Understand how diminutives are formed using e.g. suffix <b>-ette</b> and prefix <b>mini</b> Investigate ways in which <b>nouns and adjectives</b> can be made into verbs by the use of <b>suffixes</b> e.g. <b>pollen (noun) and -ate = pollinate (verb)</b> . •					

	<ul style="list-style-type: none"> <li>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. •</li> <li>-Spell words from the Year 3 list (selected from the statutory Year 3/4 word list)</li> </ul>	<ul style="list-style-type: none"> <li>-The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt. •</li> <li>-Use the first three letters of a word to check its spelling in a dictionary. •</li> <li>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. •</li> <li>-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). •</li> <li>-Spell words from the Year 4 list (selected from the statutory Year 3/4 word list)</li> </ul>
	<p style="text-align: center;"><b>Reading skills covered across units</b></p> <p><b>Developing pleasure in reading and motivation to read •</b></p> <ul style="list-style-type: none"> <li>-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. •</li> <li>-Regularly listen to whole novels read aloud by the teacher. •</li> <li>-Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion. •</li> <li>-Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. •</li> <li>-Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. •</li> <li>-Sequence and discuss the main events in stories. •</li> <li>-Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales. •</li> <li>-Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. •</li> <li>-Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times. •</li> <li>-Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>-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. •</li> <li>-Regularly listen to whole novels read aloud by the teacher. •</li> <li>-Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. •</li> <li>-Learn a range of poems by heart and rehearse for performance. •</li> <li>-Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. •</li> <li>-Orally retell a range of stories, including less familiar fairy stories, myths and legends.</li> </ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. •</li> <li>Explain the meaning of unfamiliar words by using the context. •</li> <li>Use dictionaries to check meanings of words they have read. •</li> <li>Use intonation, tone and volume when reading aloud. •</li> <li>Take note of punctuation when reading aloud. •</li> <li>Discuss their understanding of the text. •</li> <li>Raise questions during the reading process to deepen understanding e.g. I wonder why the character. •</li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. •</li> <li>Make predictions based on details stated. •</li> <li>Justify responses to the text using the PE prompt (Point + Evidence). •</li> <li>Discuss the purpose of paragraphs. •</li> </ul>	



- 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><b>Narrative:</b>  <b>Classic fiction</b> – Peter Pan  <b>Do I understand the features which make a fairy tale magical?</b></p> <p><u>Key Reading Skills</u></p> <p>Listen to and discuss a range of fiction.</p> <p>Sequence and discuss the main events in stories.</p> <p>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales.</p> <p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination</p> <p>Make predictions based on details stated.</p> <p>Raise questions during the reading process to deepen understanding</p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with</p>	<p><b>Narrative:</b>  <b>Myths</b> – Romulus and Remus  <b>Can I use the features of a myth to write my own themed narrative?</b></p> <p><u>Key Reading skills</u></p> <p>Listen to, read and discuss a range of fiction.</p> <p>Retell a range of stories, including myths and legends.</p> <p>Demonstrate active reading strategies e.g. <i>generating questions, finding answers, refining thinking, modifying questions, constructing images.</i></p> <p>Justify responses to the text using the PE prompt</p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Identify and discuss themes e.g. good over evil, weak and strong, wise and</p>	<p><b>Narrative:</b>  <b>Novel on a Theme</b> – George's Marvellous Medicine by Roald Dahl  <b>Am I able to imitate Roald Dahl's writing style for description?</b></p> <p><u>Key Reading Skills</u></p> <p>Listen to and discuss a range of fiction,</p> <p>Make predictions based on details stated.</p> <p>Sequence and discuss the main events in stories.</p> <p>Orally retell a range of stories.</p> <p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <p>Explain the meaning of unfamiliar words by using the context. □</p> <p>Use dictionaries to check meanings of words they have read.</p>	<p><b>Narrative:</b>  <b>Stories on a theme (Water)</b>- The Mousehole Cat  <b>Am I able to write a captivating innovation of The Mousehole Cat to be aired on Dragon FM?</b></p> <p><u>Key Reading Skills</u></p> <p>Listen to, read and discuss a range of fiction.</p> <p>Analyse and evaluate texts looking at language, structure and presentation.</p> <p>Retell a range of stories.</p> <p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Make predictions based on information stated and implied.</p> <p>Demonstrate active reading strategies e.g. <i>generating questions, finding answers, refining</i></p>	<p><b>Narrative:</b>  <b>Folk Tales</b> – Rapunzel by The Brothers Grimm.  <b>Can my folk tale entertain children in KS1?</b></p> <p><u>Key Reading Skills</u></p> <p>Listen to and discuss a range of fiction,</p> <p>Explain the meaning of unfamiliar words by using the context.  □</p> <p>Use dictionaries to check meanings of words they have read.</p> <p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <p>Demonstrate active reading strategies e.g. <i>generating questions, finding answers, refining thinking, modifying questions, constructing images.</i></p> <p>Identify and discuss themes and conventions.</p>	<p><b>Narrative:</b>  <b>Stories with issues and dilemmas</b> - The Animals of Farthing Wood  <b>Can I write a story which will influence someone's actions or opinions?</b></p> <p><u>Key Reading Skills</u></p> <p>Listen to, read and discuss a range of fiction.</p> <p>Analyse and evaluate texts looking at language, structure and presentation.</p> <p>Retell a range of stories.</p> <p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Make predictions based on information stated and implied.</p> <p>Demonstrate active reading strategies e.g. <i>generating questions, finding answers, refining thinking, modifying</i></p>

<p>evidence from the text using point and evidence.</p> <p><u>Key Writing Skills</u></p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative.</p> <p>Create and develop settings for narrative. □</p> <p>Create and develop characters for narrative.</p> <p>Create and develop plots based on a model. □</p> <p>Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</p> <p>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.</p> <p>Plan and write an opening paragraph which combines setting and character/s.</p> <p>Use different sentence structures.</p>	<p>foolish, mean and generous, rich and poor.</p> <p>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</p> <p><u>Key Writing skills</u></p> <p>Read and analyse narrative, in order to plan and write their own.</p> <p>Discuss and record ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up.</p> <p>Generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type.</p> <p>Discuss and propose changes to own and others' writing with partners/small groups.</p> <p>Improve writing in light of evaluation.</p> <p><b>Non-Fiction:</b> <b>Instructions</b> – Making a safe circuit leaflet</p>	<p>Raise questions during the reading process to deepen understanding.</p> <p>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</p> <p>Sequence and discuss the main events in stories.</p> <p>Orally retell a range of stories.</p> <p><u>Key Writing Skills</u></p> <p>Read and analyse narrative in order to plan and write their own versions. □</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative. □</p> <p>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</p> <p>Create and develop settings for narrative.</p> <p>Create and develop characters for narrative.</p>	<p><i>thinking, modifying questions, constructing images.</i></p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i></p> <p><u>Key Writing Skills</u></p> <p>Read and analyse narrative, in order to plan and write their own.</p> <p>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></p> <p>Use commas after fronted adverbials</p> <p>Use commas to mark clauses in complex sentences.</p> <p>Discuss and record ideas for planning e.g. story mountain, story map, text</p>	<p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Orally retell a range of stories including less familiar fairy stories, fables and folk tales eg. Grimm's Fairy Tales.</p> <p><u>Key Writing Skills</u></p> <p>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</p> <p>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.</p> <p>Generate and select from vocabulary banks</p> <p>Create and develop plots based on a model.</p> <p>Plan and write an opening paragraph which combines setting and character/s.</p>	<p><i>questions, constructing images.</i></p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i></p> <p>Sequence and discuss the main events in stories.</p> <p>Orally retell a range of stories.</p> <p><u>Key Writing Skills</u></p> <p>Read and analyse narrative, in order to plan and write their own.</p> <p>Discuss and record ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up.</p> <p>Generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases,</p>
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	<p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p><b>Non-Fiction:</b> <b>Recounts-</b> Stone, Bronze or Iron Age Diary from the viewpoint of a hunter gatherer. <b>Can I accurately retell what life was like from the past?</b></p> <p><u>Key Reading Skills</u></p> <p>Sequence and discuss the main events in stories.</p> <p>Use dictionaries to check meanings of words in the texts that they read.</p> <p>Analyse and evaluate texts looking at language, structure and presentation</p> <p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Justify responses using the PE prompt (Point + Evidence).</p>	<p><b>Can I write clear instructions to help children in Class __ make an electrical circuit?</b></p> <p><u>Key Reading Skills</u></p> <p>Read a range of non-fiction texts, e.g. information.</p> <p>Read books and texts for a range of purposes.</p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task. □</p> <p>Evaluate how specific information is organised within a non-fiction text.</p> <p>Record information from a range of non-fiction texts.</p> <p>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</p> <p><u>Key Writing Skills</u></p> <p>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and</p>	<p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. □</p> <p>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</p> <p>Create and develop plots based on a model. □</p> <p>Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</p> <p>Use different sentence structures.</p> <p>Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</p> <p><b>Non-Fiction:</b> <b>Non- Chronological Report-</b> The Digestive System <b>Can I write an accurate non-chronological report which can be published in the library?</b></p> <p><u>Key Reading Skills</u></p>	<p>map, non-fiction bridge, story board, boxing-up.</p> <p>Develop settings and characterisation using vocabulary to create emphasis and atmosphere.</p> <p>Generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type.</p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p> <p><b>Non-Fiction</b> <b>Explanation Text-</b> The Journey of a River <b>Can I produce an explanation text about how a river is formed?</b></p> <p><u>Key Reading Skills</u></p> <p>Read a range of non-fiction texts, eg. Explanation</p> <p>Read books and texts for a range of purposes.</p>	<p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p><b>Non-Fiction:</b> <b>Persuasion</b> – Advert for the Eurovision Song Contest. <b>Can I persuade Class 8 to watch the Eurovision Song Contest?</b></p> <p><u>Key Reading Skills</u></p> <p>Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion. □</p> <p>Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.</p> <p>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.</p> <p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. □ □</p> <p>Analyse and evaluate texts looking at language,</p>	<p><i>alliteration</i> appropriate to text type.</p> <p>Use different sentence structures.</p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p> <p><b>Non-Fiction:</b> <b>Discussion/debate</b> – Woodland habitats <b>Can I express my viewpoint to influence Mr Purcell in the school woodland project?</b></p> <p><u>Key Reading Skills</u></p> <p>Listen to and discuss a range of fiction, poetry, plays and non-fiction</p> <p>Read a range of non-fiction texts, e.g. <i>discussion</i></p> <p>Justify responses to the text.</p> <p>Record information from a range of non-fiction texts.</p> <p>Analyse and evaluate how specific information is</p>
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	<p><u>Key Writing Skills</u></p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</p> <p>Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</p> <p>Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</p>	<p>grammar of narrative, non-fiction and poetry.</p> <p>Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</p> <p>Group related material into paragraphs. □</p> <p>Use headings and sub headings to organise information.</p> <p>Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.</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.</p> <p>Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion.</p> <p>Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.</p> <p>Discuss their understanding of the text.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Discuss the purpose of paragraphs. □</p> <p>Identify a key idea in a paragraph. □</p> <p>Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons,</p>	<p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p> <p>Discuss their understanding of the text.</p> <p>Discuss the purpose of paragraphs.</p> <p>Identify a key idea in a paragraph.</p> <p>Analyse and evaluate texts, looking at language, structure and presentation eg. Persuasive letter, diary and calligram etc.</p> <p>Prepare for research about what is already known about the subject and key questions to structure the task.</p> <p>Evaluate how specific information is organised within a non fiction text.</p> <p>Navigate texts in print and on screen.</p> <p>Record information from a range of non fiction texts.</p> <p><u>Key Writing Skills</u></p> <p>Read and analyse narrative, non-fiction and</p>	<p>structure and presentation e.g. persuasive letter, diary and calligram etc</p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task. □</p> <p>Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. □</p> <p>Record information from a range of non-fiction texts.</p> <p><u>Key Writing Skills</u></p> <p>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. □</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. □</p> <p>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</p> <p>Generate and select from vocabulary banks eg. Persuasive phrases appropriate to the text type.</p> <p>Use paragraphs to organise writing in fiction and non fiction texts.</p>	<p>organised in a non-fiction text.</p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>Explain how paragraphs are used to order or build up ideas, and how they are linked.</p> <p><u>Key Writing Skills</u></p> <p>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning using a</p>
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			<p>Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task. □</p> <p>Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams. □</p> <p>Quickly appraise a text to evaluate usefulness. □</p> <p>Navigate texts in print and on screen. □</p> <p>Record information from a range of non-fiction texts. Scan for dates, numbers and names.</p> <p><u>Key Writing Skills</u></p> <p>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and</p>	<p>poetry in order to plan their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning using a range of formats.</p> <p>Generate and select from vocabulary banks eg. Technical language.</p> <p>Use headings and sub headings to organise information.</p> <p>Use paragraphs to organise writing in fiction and non fiction texts.</p> <p>Use organisational devices in non fiction writing eg. Captions, text boxes, diagrams, lists.</p>	<p><b>Poetry:</b> <b>Limericks and Hyperbole</b> <b>Can my poem make people laugh?</b></p> <p><u>Key Reading Skills</u></p> <p>Recognise and read some different forms of poetry</p> <p>Listen to, read and discuss a range of poetry in different forms</p> <p>Take note of punctuation when reading aloud</p> <p>Learn a range of poems by heart and rehearse for performance.</p> <p>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.</p> <p><u>Key Writing Skills</u></p> <p>Read and analyse poetry in order to plan their own versions.</p>	<p>range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</p> <p>Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p> <p><b>Poetry:</b> <b>Classic Poetry-</b> Scottish Poems by J.K. Annand <b>Am I able to perform an entertaining Scottish poem to share with Class 5?</b></p> <p><u>Key Reading Skills</u></p> <p>Listen to and discuss a range of poetry, eg. classic poetry,</p> <p>Read books and texts for a range of purposes e.g.</p>
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			<p>grammar of narrative, non-fiction and poetry. □</p> <p>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.</p> <p>Group related material into paragraphs. □</p> <p>Use headings and sub headings to organise information.</p> <p>Use paragraphs to organise writing in fiction and nonfiction texts.</p> <p>Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.</p>		<p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of poetry.</p> <p>Generate and select from vocabulary banks.</p> <p>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</p> <p>Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration.</p> <p><u>Performing</u></p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>enjoyment, research, skills development, reference. □</p> <p>Recognise some different forms of poetry e.g. narrative, calligrams, shape poems.</p> <p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Learn a range of poems by heart and rehearse for performance.</p> <p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. □</p> <p>Explain the meaning of unfamiliar words by using the context.</p> <p>Use intonation, tone and volume when reading aloud. □</p> <p>Take note of punctuation when reading aloud.</p> <p>Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc.</p> <p><u>Performing</u></p>
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						Use appropriate intonation, tone and volume to present their writing to a group or class.
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