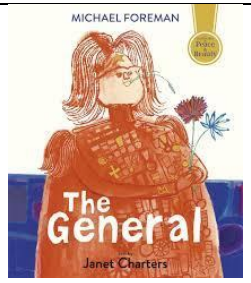
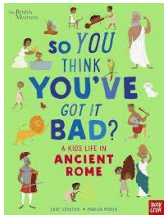
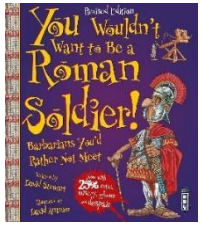
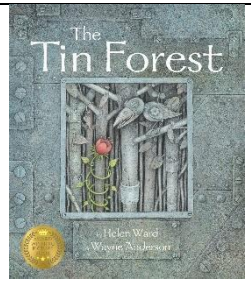
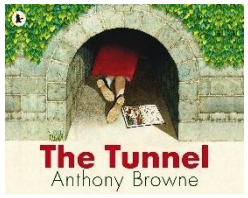
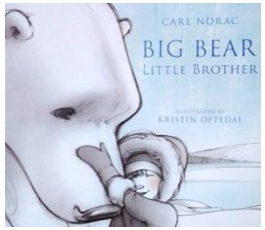
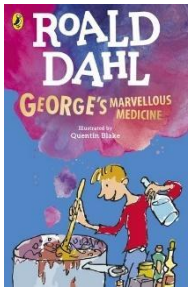
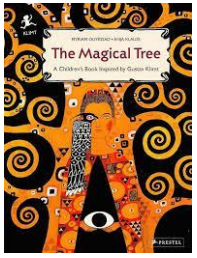
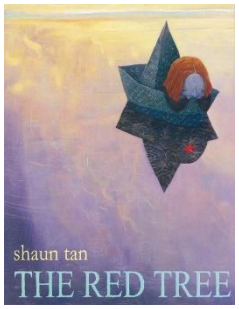
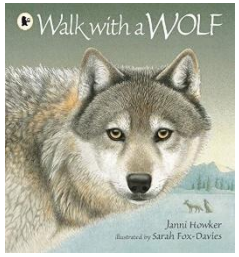
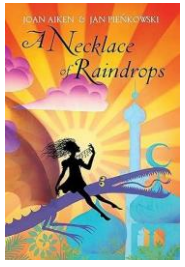
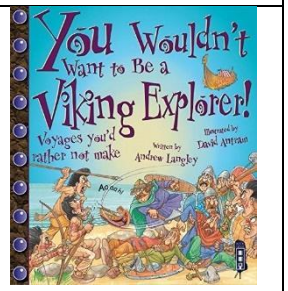
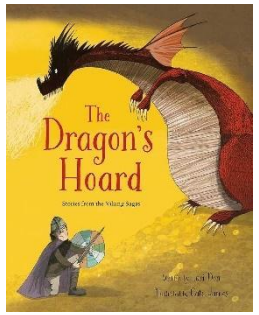
Long Term Key Learning Overview

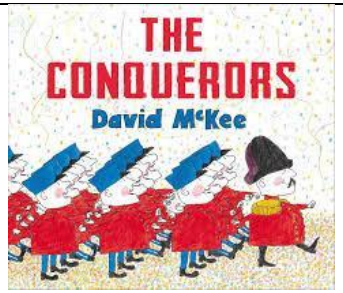
Year 3 /4 Cycle A

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	 **Text: The General by Michael Foreman**  **Text: So You Think You've Got It Bad by Chae Strathie**  **Text: You wouldn't want to be a Roman Soldier by David Stewart** **Key Learning** **Year 3:**	 **Text: The Tin Forest by Helen Ward**  **Text: The Tunnel by Anthony Browne**  **Text: Big Bear, Little Brother by Carl Norac** **Key Learning:** **Year 3:** Apply their growing knowledge of root words, prefixes and suffixes	 **Text: A range of instruction texts**  **Text: A range of newspapers**  **Text: George's Marvellous Medicine** **Key Learning** **Year 3:** Read further exception words, noting the unusual	 **Text: A range of Spring Poems**  **Text: The Magical Tree by Myriam Ouyessad**  **Text: The Red Tree by Shaun Tan** **Key Learning** **Year 3:** Read further exception words, noting the unusual	 **Text: The Three Little Wolves and the Big Bad Pig by Eugene Trivizas**  **Text: Walk with a Wolf by Janni Howker**  **Text: A Necklace of Raindrops** **Key Learning** **Year 3:**	 **Text: You wouldn't want to be a Viking Explorer by Andrew Langley**  **Text: Dragon's Hoard by Lari Don**  **Text: Viking Sagas by BBC** **Key Learning** **Year 3:** Use specific vocabulary

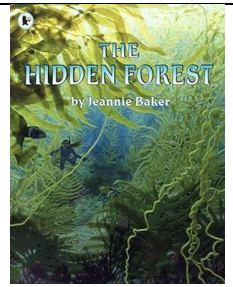
	Apply their growing knowledge of root words, prefixes and suffixes Ask questions to improve their understanding of a text Show understanding of the main points drawn from one paragraph Uses text features to locate information e.g. contents, indices, subheadings Discuss words and phrases that capture the reader's interest and imagination Predict what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning Identify and name presentational devices in non-fiction **Year 4:** Apply their growing knowledge of root words, prefixes and suffixes Use dictionaries to check the meaning of words that they have read Identify main ideas drawn from more than one paragraph and summarise these Recognise and distinguish between fact and opinion Listen to and discuss a wide range of fiction, poetry,	Use dictionaries to check the meaning of words that they have read Show understanding of the main points drawn from one paragraph Locate and retrieve information using skimming, scanning and text marking Discuss words and phrases that capture the reader's interest and imagination Draw plausible inferences, often supported through reference to the text Discuss the effect of specific language on the reader Read books that are structured in different ways and show some awareness of the various purposes for reading **Year 4:** Apply their growing knowledge of root words, prefixes and suffixes Ask questions to improve their understanding of a text Identify main ideas drawn from more than one paragraph and summarise these Retrieve and record information from nonfiction Discuss words and phrases that capture the reader's	correspondences between spelling and sound, and where these occur in the word Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Show understanding of the main points drawn from more than one paragraph Uses text features to locate information e.g. contents, indices, subheadings Begin to recognise fact and opinion Begin to use vocabulary from the text to support responses and explanations Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Identify specific techniques, e.g., simile, alliteration and repetition Demonstrate familiarity with a wide range of books or texts **Year 4:** Apply their growing	correspondences between spelling and sound, and where these occur in the word Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Show understanding of the main points drawn from more than one paragraph Begin to use vocabulary from the text to support responses and explanations Justify inferences with Evidence Identify specific techniques, e.g., simile, alliteration and repetition and say why they interest them Can explore and discuss underlying themes and ideas **Year 4:** Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Summarise the main details from more than	Retrieve and record information from non-fiction Extract information and make notes Justify inferences with evidence Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them Use dictionaries to check the meaning of words that they have read **Year 4:** Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Show understanding through intonation, tone, volume and action Use specific vocabulary, and ideas expressed in the text, to support own responses Infer underlying themes and ideas Recognise and distinguish between fact and opinion Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	and ideas expressed in the text to support own views Show understanding of the main points drawn from more than one paragraph Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Demonstrate familiarity with a wide range of books e.g., myths and legends and retell some of these orally Locate and retrieve information using skimming, scanning and text marking **Year 4:** Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Identify features that characterise books set in different cultures or historical settings

	plays, non-fiction and reference books or textbooks Predict what might happen from details stated and implied Identify how language, structure, and presentation contribute to meaning Identify how a range of presentational devices guide the reader in non-fiction	interest and imagination Draw sound inferences, supported through reference to the text Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader Identify themes and conventions in a wide range of books	knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence Retrieve and record information from nonfiction Identify how a range of presentational devices guide the reader in nonfiction	one paragraph in a few sentences, using vocabulary from the text Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence Retrieve and record information from nonfiction Recognise and distinguish between fact and opinion Show understanding through intonation, tone, volume and action when performing poems and playscripts Identify features that characterise books set in different cultures or historical settings	Make links between texts and to the wider world	Use specific vocabulary, and ideas expressed in the text, to support own responses Infer underlying themes and ideas Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Make links between texts and to the wider world Retrieve and record information from nonfiction

Writing



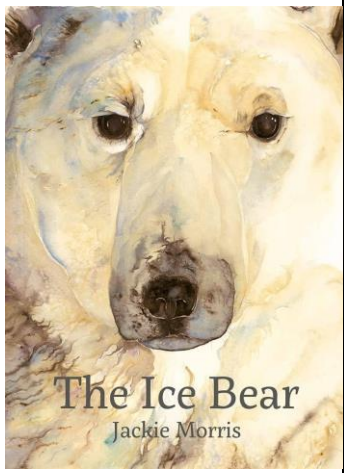
Text: The Conquerors by David McKee
Core Outcome: A diary entry reflecting on a particular point in the story
Foundation Outcome: A basic diary entry using 1 sentence per image punctuated correctly
Key Learning:
Use some verb forms are irregular (run/ ran)
Orally rehearse sentences checking to accuracy and sense.
Develop and begin to use a rich vocabulary to interest the reader.
Use prepositions and adverbs to show time and place



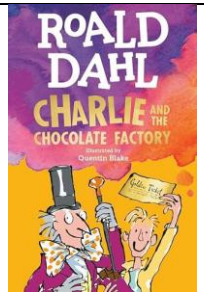
Text: The Hidden Forest by Jeannie Baker

Core Outcome:
Description of a setting

Key Learning:
Use conjunctions to show time, place and cause
Orally rehearse sentences checking to accuracy and sense
Develop and begin to use a rich vocabulary to interest the reader



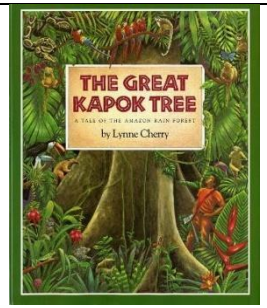
Text: The Ice Bear by Jackie Morris



Text: Charlie and the Chocolate factory

Core Outcome 1 : A newspaper report about an event within the story.

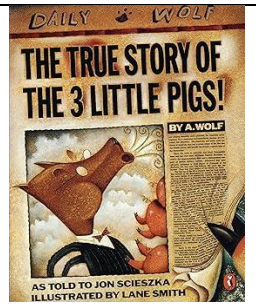
Key Learning:
Use expanded noun phrases to build a description.
Expand language and use it appropriately in my writing.
Use correct speech punctuation.
Organise writing into paragraphs with the same theme or subject.
Extend the range of sentences we use by using sentences with more than one clause.



Text: The Great Kapok Tree by Lynne Cherry

Core Outcome: A narrative based on a known structure.
Foundation Outcome: A collaborative narrative based on a known structure

Key Learning:
Rehearse sentences orally developing a varied and rich vocabulary before writing them.
Make specific vocabulary choices
Use fronted adverbials (Carefully, Next, After five minutes,)
Extend sentences using conjunctions such as when, if because, although.
To use inverted commas to show speech.



Text: The True Story of the Three Little Pigs by Jon Scieszka
Core Outcome: A recount (diary entry or letter) that shows bias towards a particular character (consistent viewpoint)
Foundation Outcome: A simple diary entry or letter from a main character

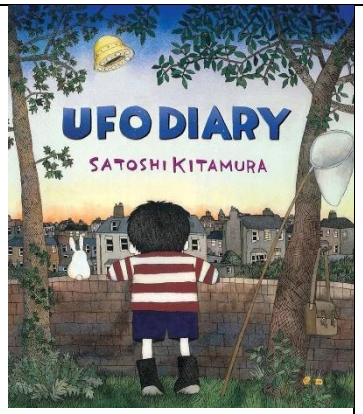
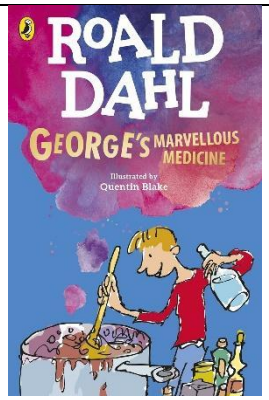
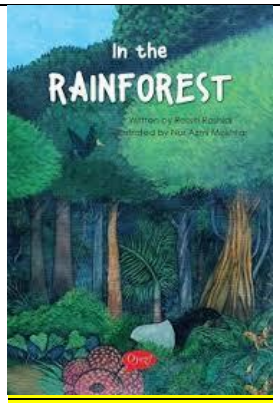
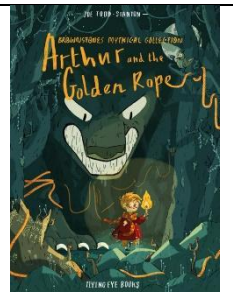
Key Learning:
Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
Expansion of detail supported through language and explanation
Consistently maintain a viewpoint

Visual Hook: Woodland

Video: For the Birds

Core Outcome:
A letter to persuade the little birds not to bully others

Key Learning:
Identify the features of persuasion
Expand language and use it appropriately in my writing
To organise writing into paragraphs with the same theme or subject
To extend the range of sentences we use by using sentences with more than one clause. including when, if, because, although
Consistently maintain a viewpoint

	 **Text: UFO Diary by Satoshi Kitamura** **Core Outcome:** Write a description of the alien **Foundation Outcome:** To write a description using simple sentences with an expanded noun phrase in each. **Key Learning:** Use expanded noun phrases to build a description. Using verbs and adverbs to build description Use apostrophes to show possession.	**Core Outcome:** Information text **Key Learning:** Use expanded noun phrases to build a description Use conjunctions to show time, place and cause Begin to organise my ideas by writing series of sentences about a subject.	 **Text: George's Marvellous Medicine by Roald Dahl** **Core Outcome:** A magical set of instructions for a recipe. **Foundation Outcome:** A basic recipe for a known recipe. **Key Learning:** Rehearse sentences orally developing a varied and rich vocabulary before writing them. Make specific vocabulary choices (eg. Fry instead of cook) Use fronted adverbials (Carefully, Next, After five minutes,) Vary the types of sentences we use in our writing. (Command, exclamation, question)	 **Text: In The Rainforest** various authors **Core Outcome:** A non-chronological report **Key Learning:** To use expanded noun phrases to build a description. To expand language and detail where appropriate. To organise writing into paragraphs with the same theme or subject. To extend the range of sentences we use by using sentences with more than one clause.	**Core Outcome:** A setting description based on a mysterious image **Key Learning:** Use expanded noun phrases to build a description. Expand language and detail where appropriate. To organise writing into paragraphs with the same theme or subject. To extend the range of sentences we use by using sentences with more than one clause.	 **Text: Arthur and the Golden Rope by Joe Todd-Stanton** **Core Outcome:** Write a narrative section of a text **Key Learning:** To rehearse sentences orally developing a varied and rich vocabulary before writing them. To make specific vocabulary choices To use fronted adverbials (Carefully, Next, After five minutes,) To vary the types of sentences we use in our writing. (Command, exclamation, question) To use inverted commas to show speech. To extend the range of sentences we

						use by using sentences with more than one clause.
Maths	**Year 3 Maths** **Key Learning:** **Number: Place Value, Addition and Subtraction** Y2: Read and write numbers to at least 100 in numerals and in words. Y2: Compare and order numbers from zero up to 100; using >, < and = signs Recognise the place value of each digit in the 3-digit number (hundreds, tens and ones) up to 1000. Find 10 or 100 more or less than a given number. Identify, represent, and estimate numbers using different representations particularly including number lines. Solve number problems and practical problems involving these ideas. Y2: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers mentally, including: A 3-digit number and ones A 3-digit number and tens A 3-digit number and hundreds	**Year 3 Maths** **Key Learning:** **Fraction and Geometry** Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Compare and order unit fractions and fractions with the same denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Count up and down in tenths; recognise that tenths arise from dividing and object into ten equal parts and in dividing one-digit numbers or quantities by 10. Y2: Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. Y2: Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.	**Year 3 Maths** **Key Learning:** **Fractions and Geometry** Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Compare and order unit fractions and fractions with the same denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole e.g. 57 +17= 67. Solve problems that involve all of the above. Recognise angles as properties of shape or a direction of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three-quarters of a turn and four a complete turn; identify whether angles	**Year 3 Maths** **Key Learning:** **Measurement: Time** Tell and write the time from an analogue clock, including using roman numerals from I to XII, and 12-hour and 24- hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m/p.m, morning, afternoon, noon, and midnight. Know the number of seconds in a minute, days in each month, year, and leap year. Compare durations of events, for example to calculate the time taken by particular events or tasks. **Multiplication and Division** Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. Recall and use multiplication and division	**Year 3 Maths** **Key Learning:** **Multiplication and Division** Recognise the place of each digit in a three-digit number (hundreds, tens, and ones). Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Count from zero in multiples of 4, 8, 50 and 100. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. Solve problems, including missing number problems involving multiplication and division. **Geometry** Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different	**Year 3 Maths** **Key Learning:** **Multiplication and Division** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Count from zero in multiples of 4, 8, 50 and 100. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods. Solve problems, including missing number problems involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

	Estimate the answer to a calculation and use inverse operations to check answers. **Addition and subtraction with measurement** Y2: Find different combinations of coins that equal the same amounts of money. Add and subtract amounts of money to give change using both £ and p in practical contexts. Measure, compare, add and subtract length (m / cm / mm) Add and subtract numbers mentally. Measure the perimeter of simple 2-D shapes. **Multiplication and Division** Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. Solve problems, including missing number problems involving multiplication and division	Draw 2D shapes and make 3D shapes using modelling materials. Identify right angles, recognise that two right angles make a right turn, three make three quarters of a turn and four make a complete turn. Identify horizontal and vertical lines **Place Value with Measurement** **Time** Measure, compare, add and subtract lengths (mm/cm/m); mass (kg/g) Count up and down in tenths; recognising that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10. Find 10 or 100 more or less than a given number Y2: Tell and write the time to five minutes, including quarter past/to the hour, and draw hands on a clock face to show these times. Tell and write the time from an analogue clock, including using roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time within increased accuracy to the nearest minute; record and compare time	are greater than or less than a right angle. **Addition and Subtraction** Add and subtract numbers mentally including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. Add and subtract numbers with up to three digits. Estimate the answer to a calculations and use inverse operations to check answers. Read and write numbers up to 1000 in numerals and in words. Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. **<u>Year 4</u>** **Fractions and Geometry** Recognise and show using diagrams, families of common equivalent fractions. Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide	facts for the 3, 4 and 8 multiplication tables. Count from zero in multiples of 4, 8, 50 and 100. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. Solve problems, including missing number problems involving multiplication and division. **Fractions** Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators. **Number and Place Value Addition and Subtraction with Statistics** Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and words. Identify, represent, and estimate numbers using different representations. Solve problems, including missing number problems, using number facts, place	orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Addition and Subtraction** Add and subtract numbers with up to three digits, using formally written methods of columnar addition and subtraction. Estimate the answer to a calculations and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. **<u>Year 4</u>** **Multiplication and Division** Y3: Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10. Use place value, known and derived facts to multiply and divide mentally including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	**Fractions** Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Compare and order unit fractions and fractions with the same denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole e.g. 5/7 +1/7= 6/7. Solve problems that involve all of the above. **Measurement: Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Measurement: Time** Tell the time from an analogue clock,

	Year 4 **Key Learning:** **Number: Place Value, Addition and Subtraction** Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). Identify, represent, and estimate numbers using different representations. Order and compare number beyond 1000. Y3: Find 10 or 100 more or less than any given number. Find 1000 more or less than any given number. Count backwards through zero to include negative numbers. Round any number to the nearest 10,100,1000. Y2: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Y3: Read and write numbers to at least 1000 in numerals and in words. Y3: Add and subtract numbers mentally including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds. Solve addition and subtraction two-step problems in contexts,	in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute, days in each month, year and leap year. **Year 4** **Fraction and Geometry** Recognise and show, using diagrams, families of common equivalent fractions. Y3: Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10. Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one-or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	quantities, including non-unit fractions where the answer is a whole number. Find the effect of dividing a one -or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Count up and down in hundredths; recognise that hundredths arise when dividing and object by a hundred and dividing tenths by ten. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 14, 12 and 34. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2- D shapes presented in different orientations. Describe positions on a 2-D grid as co-ordinates in the first quadrant. Describe movements between positions as translations of a given	value and more complex addition and subtraction. Count up and down in tenths, recognising that tenths arise from dividing an object in ten equal parts and in dividing one-digit numbers or quantities by 10. Measure, compare, add and subtract: volume/capacity (l / ml) Interpret and present data using bar charts, pictograms, and tables. Solve one-step and two-step questions such as "How many more?" and "How many fewer?" using information presented in scaled bar charts, pictograms, and tables. **Year 4** **Measurement: Time** Y3: Tell and write the time from an analogue clock, including using roman numerals from I to XII, and 12-hour and 24-hour clocks. Y3: Compare durations of events, for example to calculate the time taken by particular events or tasks. Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.	Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Recall multiplication and division facts for multiplication tables up to 12 x 12. Solve problems involving multiplying and adding, including using distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Geometry** Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Find the area of rectilinear shapes by counting squares. Plot specified points and draw sides to complete a given polygon. **Addition and Subtraction** Add and subtract with numbers up to 4 digits using the formal written methods of columnar	including using Roman numerals I to XII, 12-hour and 24-hour clocks. Estimate and read the time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., midnight and noon. Know the number of seconds in a minute and the number of days in each month, year, and leap year. Compare durations of events, for example to calculate the time taken by particular events or tasks. **Measurement: length** Measure, compare, add and subtract lengths (m/cm/mm). Measure and compare the perimeter of simple 2-D shapes. Count up and down in tenths, recognise that tenths arise from dividing an object into 10 equal

	deciding which operations and methods to use and why. Estimate and use inverse operations to check answers to a calculation. **Addition and subtraction with measurement** Estimate, compare and calculate different measures, including money in pounds and pence. Y3: add and subtract amounts of money to give change, using both £ and p in practical contexts. Y3: Measure, compare, add and subtract lengths (m/cm/mm). Convert between different units of measure e.g. kilometre to metre. Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m **Multiplication and Division** Use place value, known and derived facts to multiply and divide mentally. Recognise and use factor pairs and commutativity in mental calculations. Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Solve problems involving multiplying and adding, including using the	Round decimals with one decimal place to the nearest whole number. Add and subtract fractions with the same denominator. Compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Complete a simple symmetric figure with respect to a specific line of symmetry. Find the area of rectilinear shapes by counting squares. Describe positions on a 2-D grid as co-ordinates in the first quadrant. **Place Value with Measurement** **Time** Y3: Measure, compare, add and subtract lengths (mm/cm/m/km); mass (kg/g). Convert between different units of measure (e.g. kilometres to metres, hours to minutes). Count up and down in hundredths; recognising that hundredths arise from dividing an object by	unit to the left / right and up/down. **Addition and Subtraction** Recognise the place value of each digit of a four-digit number (thousand, hundreds, tens and ones). Order and compare numbers beyond 1000. Round any number to the nearest 10, 100 or 1000. Estimate and use inverse operations to check answers to a calculation. Add and subtract numbers with up to 4 digits using formal written methods and subtraction where appropriate. Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why	**Multiplication and Division** Y3: Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables Count in multiples of 6,7, 9, 25 and 1000 from zero. Recall multiplication and division facts for multiplication tables up to 12 x 12. Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1, multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Solve problems involving multiplication and adding including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Fractions** Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Count backwards through zero to include negative numbers.	parts and in dividing one-digit numbers or quantities by 10. **<u>Year 4</u>** **Multiplication and Division** Recall multiplication and division facts for multiplication tables up to 12 x 12. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Fractions** Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer

	distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	hundred and dividing tenths by ten. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). Y3: Estimate and read time within increased accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock. Use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.		Find the effect of dividing a one-or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. **Number and Place Value Addition and Subtraction with Statistics** Order and compare numbers beyond 1000. Round any number to the nearest 10,100 and 1000. Solve number and practical problems that involve an understanding of place value and with increasingly large positive numbers. Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts,		as ones, tenths and hundredths. Recognise and show using diagrams, families of common equivalent fractions. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to 1/4 , 1/2 , 3/4 **Measurement: Money** Estimate, compare and calculate different measures, including money in pounds and pence. solve simple measure and money problems involving fractions and decimals to two decimal places. **Measurement: Time** Read, write and convert time between analogue

				pictograms, tables and other graphs.		and digital 12 and 24- hour clocks. Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days **Measurement: length** Convert between different units of measure (e.g. kilometres to metres). Estimate, compare and calculate with different measures. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Solve simple measure problems involving fractions and decimals up to two decimal places. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal place (up to two decimal places)

Science	**Enquiry Question:** How does the body get nutrients it needs? **Key Learning:** Animals need a variety of foods to help them grow and survive. Different animals require different foods to survive. Humans require a balanced diet to remain healthy but healthy diets vary depending upon the type of activity that humans do The role of digestion- blood transports nutrients around the body The process of digestion How to work scientifically. Where our faeces come from. What different types of food animals need. How they affect the body. How different animals need/eat different foods. How animals are adapted to eat different foods. How the food we eat affects our teeth. How our food is digested. Why our food needs to be digested. How nutrients are absorbed and then transported around the body. How the body get the nutrients it needs. Ask relevant scientific questions. Decide which type of scientific enquiry is most suitable (observing over time, identifying/classifying, pattern seeking, comparative tests, fair tests). Begin planning simple enquiries based on the question.	**Enquiry Question:** How are solids, liquids and gases different from one another? **Key Learning:** Recognise that solids, liquids and gases have similarities and differences Sort states of matter according to their properties Use role play to understand the behaviour and structure of particles in solids, liquids and gases Investigate the melting points of different chocolate Materials can be divided into solids liquids and gases. **Solids** hold their shape unless forced to change. **Liquids** flow easily but stay in their container because of gravity. The more viscous a liquid the less runny it is. **Gases** move everywhere and are not held in containers by gravity. Changing state: Heating causes solids to melt into liquids and liquids to evaporate to gases. Cooling causes gases to condense to liquids and liquids to freeze to solids. Melting, freezing, boiling and condensation temperatures: Different substance change state at different temperatures but the temperatures at which given substances change state are always the same. Melting temperature: The temperature at which a substance melts from a solid to a liquid is the same at which it freezes from a liquid to a solid. The temperature at which a substance boils from a liquid to a gas is the same at which it condenses from a gas to a liquid. Liquids evaporate slowly, even below their boiling temperatures. Set up simple practical enquiries. Carry out comparative tests. Carry out fair tests by identifying variables to change, measure, and keep the same.	**Enquiry Question:** How are electrical circuits formed, drawn and tested? **Key Learning:** Classify items which use electricity as mains or battery powered Identify dangers associated with electricity in the home and outside. Discover what is needed to make a working circuit and identify reasons for circuits not working Identify materials which are conductors or insulators. Recognise the symbols for components and use these to draw circuit diagrams. Identify common appliances that run on electricity, using a Venn diagram to organise these Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 Recognise that a switch opens and closes a circuit and associate this with	**Enquiry Question:** Do plants need leaves to grow? **Key Learning:** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves & flowers. 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. Investigate the way in which water is transported within plants Plants make their own food in their leaves to provide them with energy, grow, repair, and reproduce. Leaves absorb sunlight and carbon dioxide through leaves Plants have roots to provide support and to draw moisture from the soil, through stems to take water to the rest of the plant.

		Make systematic and careful observations. Take accurate measurements using standard units and appropriate equipment	whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. Record findings using simple scientific language. Use drawings and labelled diagrams, Organise data so patterns and differences can be seen clearly.	The plant makes its food from water and carbon dioxide, using sunlight as energy, in the green parts of plants (mainly leaves. Report on findings orally and in writing. Present results and conclusions clearly (written explanations, displays, presentations). Use results to draw simple conclusions. Make predictions for new values based on patterns. Suggest improvements to methods. Raise further scientific questions.
History	**Enquiry Question:** What did the Romans do for us? **Key Learning:** Use a variety of sources to ask and answer questions about the past. Identify whom the Romans and Celts were, when/where/how they lived and why they came to Britain. Dates of the Roman Empire/invasion of Britain Some idea of the size/ spread of the Roman Empire.			**Enquiry Question:** Were Vikings Traders of Raiders? **Key Learning:** Develop chronologically secure knowledge of history using timelines to place events and dates in order. Understand that a timeline can be divided into BC and AD. Uses words and phrases: century, decade, BC, AD, after, before, during. Understand how knowledge of the past is constructed from a range of sources

	Understands major changes made in Britain by the Romans, including what Romanization was. Know some things that changed/ remained the same during and after the Roman occupation Identify legacies of the Romans.				Understands the difference between primary and secondary sources of evidence. Gives reasons why there may be different accounts of history. Describes how some of the past events/people affect life today. Uses subject specific words. Know who the Vikings were, where they came from and where they settled Understand why did the Vikings come to Britain Understand how were the Vikings different from the Anglo Saxons Use evidence to describe life in Britain during the Vikings.	
Geography			**Enquiry Question:** How do the cities of Portsmouth and Southampton compare? **Key Learning:** Observe to spot patterns, measurements and recordings using a simple rally, standard units and technology such as cameras, measuring equipment and apps Identify, describe, explain, compare and evaluate places and environments studied. Use aerial images, plan perspectives, satellite pictures, Google maps to recognise landmarks and basic human and physical features. Plan and carry out fieldwork and use	**Enquiry Question:** Which biome is the easiest to live in and why? **Key Learning:** Use maps to identify and locate key places and areas. Use the four points of the compass to navigate areas on a map Use and understand symbols for mapping. The world's land can be split into key biomes that each have different traits. Use knowledge of physical geography to describe and compare biome patterns.		

			observations from graphs, diagrams, books and leaflets to answer questions. Ask simple questions and answer questions about places and environments to aid investigations and express their different opinions relating to issues Present findings from teacher led questions as sketch maps, plans, graphs or using digital technologies with conclusions explained and evidenced to compare places Understand securely and use a wider range of geographical terms to refer to geographical skills and fieldwork. Locate countries and describe features studied Skill(s)/process(es) to be practised: Use four-figure grid reference to locate features on a map. Confidently use globes, atlases, images, aerial photos and begin to use computer mapping Use field work to observe, measure, record and present. Use Ordnance Survey (OS) symbols in a key and			

			interpret symbols on a map.			
DT		**Enquiry Question:** How can we make a moving Christmas card? **Key Learning:** <u>Designing</u> Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. <u>Making</u> Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. <u>Evaluating</u> Investigate and analyse products with lever and linkage mechanisms. Evaluate their own products	**Enquiry Question:** What is the secret to sandwich success? **Key Learning:** Generate ideas and develop design criteria for an appealing product for a user and purpose (healthy sandwich). Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select from a range of ingredients to make appropriate food products. Carry out and record evaluations of a variety of ingredients and products. Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches, appropriate			**Enquiry Question:** How can science, meet design? **Key Learning:** Generate realistic ideas and use annotated sketches and prototypes to communicate ideas. Investigate how to incorporate a simple circuit Use joining, cutting and finishing skills with accuracy. Evaluate their successes and areas for development Use annotated sketches, cross-sectional and exploded diagrams to develop and communicate ideas. Select and use tools with some accuracy to cut, shape, join and finish. Use construction materials and electrical components according to their functional properties

		And ideas against criteria and user needs, as they design and make. Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.	information and communication technology, to develop and communicate ideas. Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Carry out and record evaluations of a variety of ingredients and products. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Know how to use appropriate equipment and utensils to prepare and combine food. Know how to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task.			and aesthetic qualities. Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers Gather information and develop and communicate realistic design ideas using annotated sketches and prototypes. Connect simple electrical components in a series circuit and program an interface to enhance the way the product works. Investigate, analyse and evaluate their own products and design criteria.

Art	**Roman Busts** **Clay Sculpture** **Enquiry Question:** What do Roman busts tell us about the Roman Army's place in history? **Key Learning:** Study portraiture from history and ask questions about it. Enquire and annotate. Complete an observational drawing from first-hand experience Sketch a design for a roman bust using pencils Create a Roman bust with clay Reflect upon our own work and compare Drawing: Draw from observations with emphasis on first-hand experience. Show patterns, lines and textures in my drawing Show different tones using pencils Sketch lines and shapes from first hand observation (Y3) Clay: Use a rolling pin and cutter and joining techniques Use a range of techniques to create different textures Understand how to consider and design from a 3d perspective.			**Trees** **Drawing and Painting** **Gustav Klimt** **Enquiry Question:** Why are trees important in our lives and in Art? **Key Learning:** Spend time in the conservation area and classroom, studying, rubbing and completing observational drawings of trees Study the work of artist Gustav Klimt and a compare his work. Observe the famous piece 'The Tree of Life' Practise sketching and painting branches and finer symbolic details Produce our own 'Tree of Life' Paintings Reflect upon final pieces of artwork Provide constructive feedback to other artists Sketch lines and shapes from first hand observation Understand how to use light pencil marks, then a wash and then adding layers and detail. Be able to experiment with and explore brush strokes.	**Wolves** **Drawing- Charcoal** **Emily Gravett** **Enquiry Question:** **How are wolves represented in Art?** **Key Learning:** Study the work of other artists. Produce observational drawings of the features of a wolf Develop collage techniques Produce our wolf collages Reflect upon final pieces of artwork Provide constructive feedback to other artists Use a sketchbook to record explorations and experimentations as well as planning and collecting Sketch lines and shapes from first hand observation. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes Experiment with collage and the skills of overlapping, layering, pinching, twisting, rolling and scrunching	

Computing	Unit name: Connecting computers Key learning: Explain how digital devices function Identify input and output devices Recognise how digital devices can change the way that we work Explain how a computer network can be used to share information Explore how digital devices can be connected Recognise the physical components of a network	Unit name: Desktop publishing Key learning: Recognise how text and images convey information Recognise that text and layout can be edited Choose appropriate page settings Add content to a desktop publishing publication Consider how different layouts can suit different purposes Consider the benefits of desktop publishing	Unit name: Branching databases Key learning: Create questions with yes/no answers Identify the attributes needed to collect data about an object Create a branching database Explain why it is helpful for a database to be well structured Plan the structure of a branching database Independently create an identification tool	Unit name: Sequencing sounds Key learning: Consider the benefits of desktop publishing Identify that commands have an outcome Explain that a program has a start Recognise that a sequence of commands can have an order Change the appearance of my project Change the appearance of my project	Unit name: Repetition in shapes Key learning: Identify that accuracy in programming is important Create a program in a text-based language Explain what 'repeat' means Modify a count-controlled loop to produce a given outcome Decompose a task into small steps Create a program that uses count-controlled loops to produce a given outcome	Unit name: Stop frame animation Key learning: Explain that animation is a sequence of drawings or photographs Relate animated movement with a sequence of images Plan an animation Identify the need to work consistently and carefully Review and improve an animation Evaluate the impact of adding other media to an animation
RE	**Key Religion:** Christianity **Enquiry Question:** What is it like to follow God? **Key Concept:** Obedience **Key Learning:** Know that Christians find out about the People of God in the Old Testament of the Bible Know the story of Noah and how he showed obedience to God.	**Key Religion:** Christianity **Enquiry Question:** What is the significance of the Madonna to Christians at Christmas time? **Key Concept:** Special (as Holiness) **Key Learning:** Know the meaning of holy/holiness. Know that Christians believe certain things to be holy e.g. church, bible.	**Key Religion:** Judaism **Enquiry Question:** How does Pesach highlight the importance of freedom to a Jew? **Key Concept:** Freedom **Key Learning:** Know what 'freedom' means. Know how the Israelites were freed by God and	**Key Religion:** Christianity **Enquiry Question:** How and why is the Paschal Candle used in Easter ritual? **Key Concept:** Special (as Ritual) **Key Learning:** Know the meaning of a ritual (as different from a routine) and give some examples of rituals from everyday life.	**Key Religion:** Christianity **Enquiry Question:** What kind of world did Jesus want? **Key Concept:** Gospel - Love **Key Learning:** Know what love looks like and give examples from everyday life. Know the meaning of Gospel - the good news of Jesus, written and	**Key Religion:** Judaism **Enquiry Question:** What is the meaning of the Hanukkah lights for Jews? **Key Concept:** Symbol **Key Learning:** Know the meaning of the word 'symbol' and give examples of symbols from everyday life.

	Know the meaning of a covenant. Know that Christians make promises to follow God's word e.g. during a wedding. Know some situations when a Christian may want or need to say sorry to God. **Contextualise Y3 –** **Describe** how the concept is contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied. **Contextualise Y4 –** **Describe** in greater detail how the concept is contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	Know why Christians show holiness for images of the Madonna and Child. Know some ways Christians show holiness for images of the Madonna and Child. **Communicate Y3 –** **Describe** their responses to their own experiences of the concept. **Communicate Y4 –** Describe their own responses to the human experience of the concept.	Moses from Egyptian slavery. Know that Jews celebrate their religious freedom during the eight-day festival of Passover. Know the Seder meal, and the items used, are symbols of a Jew's religious freedom. Know that Jews have experienced a lack of religious freedom in modern times e.g. the holocaust. **Evaluate Y3 –** **Evaluate** the concept **by describing** its value to believers and by identifying and **describing** an issue raised. Evaluate human experience of the concept by **describing** its value to people. **Evaluate Y4 –** **Evaluate**, in greater detail**,** the concept **by describing** its value to believers and by identifying and **describing** an issue raised. Evaluate human experience of the concept by **describing** its value to people.	Know when the Paschal candle features in Christian ritual at Easter. Know the Paschal Candle ritual is important to Christians because it illustrates Jesus' death and resurrection. Know the meaning of the different Paschal candle symbols. **Inquire Y3 –** **Describe** the key concept that is common to all people and is common to the lives of many living a religious life. **Inquire Y4 –** **Describe, in greater detail,** the key concept that is common to all people and to the lives of many living a religious life.	communicated to others by the followers of Jesus. Know that Christians believe Jesus showed the kind of world he wanted by his example and by his parables. Know the parable of The Good Samaritan and how it links to the concept of love. Know that Christians try to show love to all and give examples of how they do this. **Apply Y3 –** **Describe** examples of how their responses are, or can be, applied in their own lives and the lives of others. **Apply Y4 –** **Describe and begin to explain** examples of how their responses are, or can be, applied in their own lives and the lives of others.	Know that the Jewish festival of Hannukah reminds Jews of a miracle that occurred. Know the Jewish Hanukkah story. Know the importance, for Jews, of the Hanukkah lights as symbols of God's care and presence. **Contextualise Y3 - Describe** how the concept is contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied. **Contextualise Y4 - Describe in greater detail** how the concept is contextualised within some of the beliefs and/or practices and/or ways of life of people

MFL	Unit name: Greetings and introducing yourself Year 3 Key learning: Greet someone using simple phrases Ask and answer the questions about how you are feeling Introduce yourself by giving your name Answer a question with yes or no Say please and thank you Read and write simple sentences about the topic, some from memory Year 4 Key Learning: (as above) Additional phrases for greetings and sharing how you are feeling. Introduce someone else, giving their name and using il/ elle	Unit name: Numbers and ages and colours Year 3 Key learning: Tell someone your age Answer the register Order lunch using 'Je voudrais' (I would like) and knowledge of colours Read and write simple sentences about the topic, some from memory Year 4 Key Learning: (as above) Give someone else's age using higher numbers and il/elle Ask and answers questions about how many objects there are. Use 'C'est' (It is) within sentences. Use 'Il y a' (There are) within sentences.	Unit name: Dates and birthdays Year 3 Key learning: Ask and answer questions to say when your birthday is and what the date is today Read and write simple sentences about the topic, some from memory Year 4 Key Learning: (as above) Give the date yesterday and tomorrow Ask and answer questions to say when someone else's birthday is using il/elle.	Unit name: Me and My Family Year 3 Key learning: Tell someone about my height Introduce someone using 'Voici' (Here is) Explain who is in my family Follow simple classroom instructions Read and write simple sentences about the topic, some from memory Year 4 Key Learning: (as above) Describe someone's height using il/elle Additional vocabulary for members of the family	Unit name: Where I live Year 3 Key learning: Explain which town and country you live in Explain who you live with Read and write simple sentences about the topic, some from memory Year 4 Key Learning: (as above) Explain where someone else lives using il/elle Give further information about where you live using compass points Explain whether you live in a village or a town Explain what type of accommodation you live in e.g. house or flat	Unit name: Weather Year 3 Key learning: Ask and answer questions about the weather today Use a simple phrase to ask for help Read and write simple sentences about the topic, some from memory Year 4 Key Learning: (as above) Describe the weather in different seasons and in different parts of the country using compass points

Music	**Unit 1 : Romans** **Dimensions** **Duration** **Y3:** Identify how rhythm patterns fit to a steady beat and begin to understand 2 metre **Y4:** Identify and understand how rhythm patterns fit to a steady beat using 2 metre **Dynamics** **Y3:** Identify, use and understand getting louder and quieter in finer gradations **Y4:** Explore how to use dynamics for expressive effect **Structure** **Y3:** Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns) **Y4:** Develop understanding of extended conventional structures and identify the subtler development of musical ideas. Further develop use of ostinato **Playing** Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality **Rehearsing and performing** Develop basic individual and group rehearsal skills including using memory	**Unit 2:Portsmouth** **Dimensions** **Duration** **Y3** Identify how rhythm patterns fit to a steady beat and begin to understand 4 metre **Y4** Identify and understand how rhythm patterns fit to a steady beat using 4 metre **Texture** **Y3** Identify the use and purpose of different layers in music heard, created and performed **Y4** Identify and use different types of texture including solo, unison, ostinato parts **Playing** Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality Develop instrumental skills and techniques and use them to play with accuracy and growing musicality **Rehearsing and performing** Develop basic individual and group rehearsal skills including using memory and recall. Recognize why and when to improve. Begin to develop an awareness of how to present a performance	**Unit 4: Rivers journey** **Dimensions** **Pitch:** **Y3:** Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns **Y4:** Identify melodic shape and explore different scale patterns (minor) **Structure** **Y3:** Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns) **Y4:** Develop understanding of extended conventional structures and identify the more subtle development of musical ideas. Further develop use of ostinati **Playing:** Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality **Rehearsing and performing** Use individual and group rehearsal skills including memory and recall. Perform from simple notation. Recognise which improvements need to be made. Develop an awareness of how to present a performance	**Unit 3: Find it, Make it, Play it** **Dimensions** **Timbre** **Y3:** Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments **Y4:** Identify a wider range of percussion instruments by family and name; further extend the use of percussion instruments **Texture** **Y3** Identify the use and purpose of different layers in music heard, created and performed **Y4** Identify and use different types of texture including solo, unison, ostinato parts **Playing** Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality **Rehearsing and performing** Use individual and group rehearsal skills including memory and recall. Perform from simple notation. Recognise which improvements need to be made. Develop an

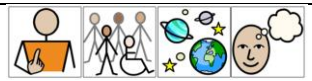
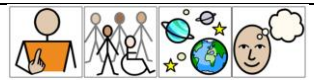
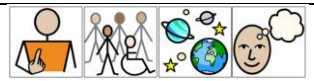
	and recall. Recognize why and when to improve and start to develop basic individual and group rehearsal skills. Begin to develop an awareness of how to present a performance Use individual and group rehearsal skills including memory and recall. Perform from simple notation. Recognise which improvements need to be made. Develop an awareness of how to present a performance **Notating** Identify and use a range of graphic notation including basic rhythm Understand and use detailed graphic notation. Use basic stave notation **Listening and responding** Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas Consider the devices used by composers to represent ideas musically **Describing and discussing** Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers' ideas and choices using a growing musical vocabulary Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary	Use individual and group rehearsal skills including memory and recall. Perform from simple notation. Recognise which improvements need to be made. Develop an awareness of how to present a performance **Notating** Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation Understand and use detailed graphic notation. Use basic stave notation **Listening and responding** Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically **Describing and discussing** Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer's ideas and choices using a growing musical vocabulary Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary	**Notating** Understand and use detailed graphic notation (note names in grid) **Listening and responding** Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes Consider the devices used by composers to represent ideas musically **Describing and discussing** Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary **Key words to use and understand** melody, melodic shape, scale, minor, theme and variations	awareness of how to present a performance **Notating** Understand and use detailed graphic notation **Listening and responding** Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically *Taz* by *Weapons of Sound* **Describing and discussing** Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary

PSHE	**Enquiry Question:** What affects me and my relationships? **Key Learning:** Explain why we have rules and suggest appropriate rules for a range of settings considering the consequences of breaking the rules. Define and demonstrate cooperation and collaboration; Identify the different skills that people have; Identify special relationships and suggest strategies for maintaining a positive relationship. Rehearse and demonstrate simple strategies to resolve conflict. Explain what a dare is and understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe.	**Enquiry Question:** How do I value others? **Key Learning:** Understand the skills needed to complete tasks collaboratively Understand different relationships Consider when relationships are working well. Identify a range of feelings in our self and others and recognise how feelings may change in individuals when they are in different situations Celebrate our own and other's differences	**Enquiry Question:** How can I keep myself safe? **Key Learning:** Know ways to keep ourselves safe and recognise unsafe situations Understand the difference between danger and risk and how to eliminate danger Understand the differences between medicines and drugs and the impact of alcohol on a person's health Know ways to keep safe online, protecting personal information What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.	**Enquiry Question:** What are my rights & responsibilities? **Key Learning:** Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)	**Enquiry Question:** How can I be my best? **Key Learning:** Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. Develop skills in discussion and debating an issue; Empathise with different view points; Identify their own skills, achievements and areas of development and those of other children in the class; Explain how skills are developed; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media;	**Enquiry Question:** Relationships & Sex Education **Key Learning:** Understand personal space Identify different types of touch that people like and do not like e.g. hugs, kisses, hitting Know that they have the right to say what they like and dislike Know that their body belongs to them and that they can say who has access to it Know ways of dealing with unwanted touch Know when to keep a secret and when to tell Know who to go to for help, support and information Consider issues of safety, privacy, the law, peer pressure and personal responsibility in relation to internet and mobile phone use Describe the body changes that happen when a child grows up

			The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private The importance of permission-seeking and giving in relationships with friends, peers and adults. That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)		Know the meaning of 'puberty' Know that during puberty the body changes from a child into a young adult, in order that adults can have babies in the future Understand why the body changes during puberty Know about the physical and emotional changes that happen in puberty Know that each person experiences puberty differently Know some basic facts about pregnancy e.g. where babies grow, what babies do inside the female, how long is pregnancy Know that babies are made from two seeds; one from the female and one from the male Know what happens to them when the egg from a female doesn't meet a sperm to make a baby i.e. menstruation, wet dreams.

PE	Unit name: Gymnastics **Key learning:** Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll Social: work safely, collaboration, supportive Emotional: perseverance, confidence, independence Thinking: observe and provide feedback, creativity, select and apply skills Develop point and patch balances on apparatus. Develop stepping into shape jumps with control using apparatus. Develop the straight, barrel, and forward roll. Include rolls in sequence work using apparatus. Transition smoothly into and out of balances using apparatus. Create a sequence with matching and contrasting actions and shapes on apparatus Create a partner sequence using using skills learnt and incorporating apparatus. Unit name: Basketball **Key learning:** Physical: run, jump, throw, catch, dribble, shoot, balance	Unit name: Yoga **Key learning:** Physical: balance, strength, flexibility, co-ordination Social: collaboration, share ideas, work safely, support others Emotional: honesty, confidence, awareness of others, perseverance Thinking: comprehension, select and apply, identify areas of strength and areas for development, reflection Explore poses that challenge my balance. Create a flow using poses that challenge my balance. Explore poses that challenge my flexibility. Create a flow using poses that challenge my flexibility. Explore poses that challenge my strength. Create a flow using poses that challenge my strength Unit name: Football **Key learning:** Physical: run, dribble, pass, receive, track, balance, jump	Unit name: Dance **Key learning:** Physical: actions, dynamics, space, relationships, balance, jump Social: share ideas, respect, collaboration, inclusion, leadership, work safely Emotional: confidence, acceptance, sensitivity, perseverance Thinking: select and apply actions, creativity, observe and provide feedback Create actions in response to a stimulus and move in unison with a partner. Create actions to move in contact with a partner or interact with a partner. Select and link appropriate actions and dynamics to show our dance idea. Remember, repeat and create actions to represent an idea. Share ideas of actions and dynamics to create a dance that shows a location. Use choreographing ideas to develop our dance.	Unit name: Handball **Key learning:** Physical: throw, catch, run, jump, shoot, change direction, change speed, balance Social: communication, co-operation, work safely, collaboration, respect Emotional: honesty and fair play, determination, confidence, empathy Thinking: decision making, identify, select and apply, reflection Develop attacking skills within the rules of the game. Develop movement skills to lose a defender and find space. Use space effectively to create shooting opportunities. Use defensive skills to intercept a pass and gain possession. Develop defending skills to delay an opponent and gain possession. Apply skills and knowledge to compete in a tournament. Unit name: Tennis **Key learning:** Physical: forehand, backhand, throwing,	Unit name: Cricket **Key learning:** Physical: underarm and overarm throwing, underarm bowling, batting, catching, balancing, running Social: communication, support, collaboration, respect Emotional: honesty, perseverance, determination Thinking: select and apply skills and tactics, make decisions How to score in a striking and fielding game. Develop batting to score points. Develop fielding skills to limit the batter's score. Understand the role of a bowler. Develop my understanding of tactics and begin to use them. Apply skills and knowledge to play games using cricket rules. Unit name: Netball **Key learning:** Physical: throw, catch, change direction, change speed, shoot, balance, jump, run Social:	Unit name: Rounders **Key learning:** Physical: underarm and overarm throw, catch, bowl, track, field and retrieve a ball, bat, balance, run Social: communication, collaboration, co-operation, respect Emotional: honesty, confidence, determination Thinking: comprehension, tactics, rules How to score points in a striking and fielding game. Develop batting to score points. Develop fielding skills to limit the batter's score. Understand the role of a bowler in the fielding team. Develop an understanding of tactics and begin to use them in game situations. Apply skills and knowledge to play games using rounders rules.

	Social: working safely, collaboration, support and encourage others Emotional: honesty, determination, perseverance Thinking: exploration, identify areas of strength and areas for development, decision making, use tactics, reflection Develop attacking skills to move towards a goal. Develop passing and moving and play within the rules of the game. Develop movement skills to lose a defender and move into space. Develop defending skills to delay an attacker and gain possession. Use space effectively to create shooting opportunities. Apply skills and knowledge to play games using basketball rules.	Social: co-operation, communication, respect, listening Emotional: determination, honesty, fairness, persevere Thinking: make decisions, comprehension, select and apply skills, tactics Understand the role of an attacker when in possession. Develop movement skills to lose a defender and move into space. Understand that scoring goals is an attacking skill and learn how to do this. Understand the role of a defender. Apply tactics to small sided games. Apply skills and knowledge to play games using football rules	Use straight pathways and clear changes in direction in a line dance. Use canon and unison to make our line dance look interesting. Use formations, canon and unison to make our line dance look interesting. Remember, repeat and create actions around a theme. Understand and use formations. Structure a dance to represent a theme <u>Unit name: Tag Rugby</u> **Key learning:** Physical: throw, catch, run, change speed, change direction, balance, jump Social: communicate, support, collaboration, respect Emotional: perseverance, self regulation, honesty, determination Thinking: make decisions, comprehension, application of rules and tactics	catching, rallying, balancing, running Social: co-operation, collaboration, respect, support and encourage others Emotional: honesty, perseverance Thinking: comprehension, decision making, select and apply, understand rules, use tactics, reflection Develop racket and ball control. Explore rallying using a forehand. Explore returning the ball using a forehand. Explore returning the ball using a backhand. Learn how to score and use simple rules. Work co-operatively with others to begin to manage a game.	communication, collaboration, support others Emotional: honesty and fair play, persevere, confidence Thinking: comprehension, decision making, recognition, identify, observe and provide feedback, select and apply Develop attacking skills within the rules of the game. Apply attacking skills to move towards a goal. Develop movement skills to lose a defender. Defend an opponent and try to win the ball. Develop attacking skills to score goals. Aapply skills and knowledge to play games using netball rules.	<u>Unit name: Athletics /Sports Day Practice</u> **Key learning:** Physical: sprint, jump for distance, push throw, pull throw, balance, run Social: collaborate, work safely Emotional: determination, perseverance Thinking: observe and provide feedback, comprehension, explore technique Develop the sprinting technique and improve on your personal best. Develop changeover technique in relay events. Develop jumping technique in a range of approaches and take off positions. Develop throwing for distance and accuracy. Develop throwing for distance in a pull throw. Develop officiating and performing skills.

			Develop attacking skills to maintain possession. Develop attacking skills to move towards goal. Develop defensive skills to delay an attacker. Develop an understanding of defending as a team. Develop tactics in attack and defence. Apply rules and skills to small sided games			
Spirituality	 **Opportunities for spirituality in the curriculum:** **Writing-** How can I respond to new things even when they seem strange or different? (self, others, beyond) **PE –** How can I develop my own skills? How can I support and encourage others? (self, others) **Science-** How can I care for my body so that I feel strong inside and out? (self) **RE** – What do others believe about God? What do I believe? (self, others, beyond) **PSHE –** How can I show kindness and respect to the	 **Opportunities for spirituality in the curriculum:** **Reading-** How can I create hope in my community? (others) **My Happy Mind –** What makes me special? (self) **PE –** How can I develop my own skills? How can I be a sensitive but critical partner? (self, others) **RE –** How can being kind and loving make us feel closer to something good or special? (self, beyond) **Reading-** How can facing fears help me to grow and build strong relationships? (self, others) **Geography-** What makes me feel grateful or	 **Opportunities for spirituality in the curriculum:** **Geography-** How can I respect all kinds of homes in nature and take care of the earth? (world) **Music –** What does this music make me feel? (self) **RE-** How can I feel truly free inside? (self) **PSHE-** How can I keep myself and others safe in the world around me? (self, others, world) **Reading-** How can I use my creativity and kindness to help others in real life? (self, others)	 **Opportunities for spirituality in the curriculum:** **Writing-** How can I show care in nature? How do I connect with others? (self, others, world) **PSHE-** How can I take responsibility in my community? (self, others) **My Happy Mind-** How can I show appreciation for the people and things around me? (self, others, world) **RE-** How can having rituals help me to feel calm and connected to people and the world around me? (self, others, world)	 **Opportunities for spirituality in the curriculum:** **Writing-** What wise choices can I make to give myself a strong start in life? (self) **RE –** How can I show love and kindness to those around me? (self, others) **My Happy Mind-** How can I understand and be kind to people who are different from us? (self, others) **PSHE-** How can being my best help those around me? (self, others)	 **Opportunities for spirituality in the curriculum:** **Writing –** How can I show compassion to others who might look or act differently from me? (self, others) **My Happy Mind –** How do I connect with others when we have had a falling out? (self, others) **PE –** How can I develop my own skills? How can I be an effective team-mate? (self, others) **Science-** How can I ensure that plant life in the world around

	people I care about? (self, others)	connected to my local area? (world)				me thrives? (our world) **History-** How can I show respect to everyone, including those who are new to the area?
British Values	 **Opportunities to focus on British Values in the curriculum:** • The rule of law • Individual liberty • Mutual respect • Tolerance of different faiths and beliefs • Democracy **PSHE / Citizenship:** Children can vote on class decisions together e.g. student council promoting their exposure to democracy. **RE:** Learning about moral rules in different religions (e.g. Ten Commandments, the Golden Rule). Compare with others whilst reflecting on personal beliefs **History:** Comparing ancient or historical laws to modern	**Opportunities to focus on British Values in the curriculum:** **PSHE:** Understanding why we have school rules and consequences. Discussing rules for keeping safe during dark nights or online safety. Linking to Remembrance Day: why rules and peace agreements are important. Anti-Bullying Week to explore mutual respect as well as other values. **RE:** Respecting others' beliefs and ways of celebrating. Referring to Diwali/Firework night - Light festivals. Christmas/Hannakuh **History:** Explore Remembrance Day and the importance of peace. Linking to the rule of law and democracy as well as mutual respect **PE:** Promote teamwork and fair play in games. Allows	**Opportunities to focus on British Values in the curriculum:** **PSHE:** New Year goals and reflection: Encourage Individual Liberty by supporting children to set personal goals and take responsibility for learning. **Geography:** Studying how communities respond to environmental challenges: Democracy and Individual Liberty are explored through decision-making and responsibility. **RE:** Belonging and worship in different faiths, Comparing personal and religious values, and understanding moral teachings across faiths. This helps to grow their value of tolerance amongst different	**Opportunities to focus on British Values in the curriculum:** **PSHE:** Exploring fairness and making choices, focus on our rights and what is fair, and how we are responsible for ourselves. **Geography:** Learning about different environments and sustainability, exploring biomes and links between places. **RE:** Focus on the Easter story and forgiveness will allow exploration of Mutual Respect and the Rule of Law. Whilst also reflecting on personal beliefs and choices. **Science:** Group investigations and fair testing, Respecting different ideas and conclusions and making independent decisions in experiments. **Art:**	**Opportunities to focus on British Values in the curriculum:** **PSHE:** Exploring fairness, teamwork, and resolving conflict within groups and as a class. How can I be the best version of myself? **History:** Explore and learn about Vikings or Ancient Civilisations and their laws and leadership. Compare to modern day laws and democracy. **RE:** Exploring moral choices and right vs wrong. Caring for others and the world. What is your responsibility in the world? **Art:** Environmental art or sculpture using natural materials. Exploring animal art and how it is created in different ways. Cultural art comparisons, Independent project planning and creativity	**Opportunities to focus on British Values in the curriculum:** **PSHE:** End-of-year class elections or votes relink to their democracy they voted in at start of the year. Discussing kindness and empathy for new classmates or younger pupils **RE:** Special places and belonging and Reflection on what values are important to different faiths and to themselves. **History:** Understanding the impact of people and decisions in the community and Reviewing historical progress e.g. Vikings **PE:** Outdoor games and fair play, Teamwork

	laws (Roman law). Reflect upon the growth, linking to democracy and respect and tolerance of others. **Art/English:** Creative writing or self-portraits showing individuality and expression that supports their individual liberty.	for mutual respect and democracy within teams.	beliefs or faiths. **Science:** Encouraging curiosity and choice in investigations which helps to support their individual liberty.	Collaborative design projects and Independent creativity and expression that promotes individual liberty.	that evokes individual liberty.	and leadership opportunities *as well as* Encouraging perseverance and self-challenge

My Happy Minds	Unit name: Meet your brain Year 3 Key learning: How to focus their mind to help them train their brain. About Team H-A-P and their roles in more detail. How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried. Why our Amygdala behaves the way it does and how evolution has shaped how it works. How we can use Happy Breathing during times of stress and how our	Unit name: Celebrate Year 3 Key learning: That scientists discovered that we all have 24 Character Strengths but in different amounts. That we all have 24 strengths, but children will focus on the 5 main categories of Character Strengths and think about them like a pick and mix bag of sweets. The five main categories of Character Strengths are: 1.Love and Kindness	Unit name: Appreciate Year 3 Key learning: That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. That the more they show gratitude, the easier it is - they can use Neuroplasticity. How to develop an Attitude of Gratitude What happens when we give gratitude and how the giver and receiver feel.	Unit name: Relate Year 3 Key learning: That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing. That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. How the skill 'Stop, Understand and Consider' can help them with friendships.	Unit name: Engage Year 3 Key learning: How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good. What Big Dream Goals are. How to use perseverance and resilience to help them not give up on something. That they have to 'Believe to Achieve'. How to set their own Big Dream Goals.

	Hippocampus stores the memory of this when we practise. About Neurons and Neural Pathways and the role the yplay in learning. How to look after their brains to help them to be at their best. <u>Year 4 Key learning:</u> How to train their minds to focus on whatever they want. That this is Neuroplasticity, and they can do anything they put their mind to. How they use each part of Team H-A-P and reflect on when they use them to develop their understanding. How the Amygdala reacts to real and perceived danger. About what triggers their own Amygdala to fight, flight and freeze, and how they can train their brain to calm their Amygdala down. About the brain's structure and how Neurons carry messages to create Neural Pathways. How Neural Pathways help us to form habits. More about how to look after their brains and what happens if they don't. T How our mindscan feel like a snow globe, leaving us unable to see clearly.	2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and Friendship 5.Love of Life and our World That half of our character is set by genetics and the other half from our experiences. That our character can grow based on our experiences, just like their brains do with Neuroplasticity. Why it is important to spot strengths in others and how they can be used. That strengths can help them to approach difficult situations. When they use their Character Strengths, they can be their best selves because they are feeling happy,safe, and calm, and this makes Team H-A-P happy. <u>Year 4 Key learning:</u> That scientists have discovered that we all have 24 Character Strengths, but in different amounts. Identify their top Character Strengths out of the following: 1.Love and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and Friendship 5.Love of Life and Our World Why Strengths Spotting is so powerful and how the best way to learn about strengths is by noticing them. How when we spot strengths over and over, we will build	That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together. How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude canrelease Dopamine. How when they appreciate themselves and feel good about their strengths, they will use them even more. Use Character Strengths to appreciate others too. <u>Year 4 Key learning:</u> How they can develop an Attitude of Gratitude at home and school. How to create a Gratitude Domino Effect - when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. That the more time they think about gratitude, the stronger the Neural Pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit. How giving gratitude can help us get through tough times, and when we can see everything we aregrateful	That everyone sees things differently and that this is a positive thing. How to ask 'whatdo you think about that?' to help them better understand and relate to others. That the more they practise seeing other perspectives, the more the brain will remember it. That Neuroplasticity works with relating to others too. That we normally choose our friends because of their character. That we all see things from different perspectives; friends can help us solve problems by approaching them differently. How Active Listening can help their friendships and what happens if they don't Actively Listen with their friendships. That when we listen to friends, they will know that we care for them. <u>Year 4 Key learning:</u> That when they use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best. When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships.	<u>Year 4 Key learning:</u> That to engage means to pay attention and put effort into something. How their feelings affect their ability to do well in an activity and learn that they have to feel good, to dogood. What Big Dream Goals are. How to use perseverance and resilience to help them not give up on something. That they have to Believe to Achieve. How to set their own Big Dream Goals.

		Neural Pathways to create a habit. That Character Strengths can help them solve problems and that everyone uses different strengths. Character Strengths can always help them. That Team H-A-P loves it when we use our Character Strengths because Dopamine gets released in the brain to help us perform at our best..	for, it makes the problems we face a little easier to manage.	That friends can help them see things from a different perspective and that's why we should talk to ourfriends about our problems. Why it is important to show gratitude to their friends when they help. That the skills needed to listen actively can help them to 'Stop, Understand and Consider'. That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. That it is also important for them to talk to friends too.	

Year 3 /4 Cycle A