

<b>English Language</b> <b>Text: Stone Age Boy by Satoshi Katamora</b>	<b>Term 1</b>	<b>Mathematics</b>
<p style="text-align: center;"><b>Reading Skills:</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading, and an understanding of what they read, by:               <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>• understand what they read, in books they can read independently, by:</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>• To understand how children can protect themselves from online identity theft.</li> <li>• To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</li> <li>• To identify the risks and benefits of installing software including apps.</li> <li>• To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</li> <li>• To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</li> <li>• To identify the positive and negative influences of technology on health and the environment.</li> <li>• To understand the importance of balancing game and screen time with other parts of their lives.</li> </ul> <p style="text-align: center;"><b>Coding</b></p> <ul style="list-style-type: none"> <li>• To review coding vocabulary and knowledge.</li> </ul>	<p style="text-align: center;"><b>Place Value, Addition and Subtraction</b></p> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>• Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</li> <li>• Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s).</li> <li>• Compare and order numbers up to 1,000.</li> <li>• Identify, represent and estimate numbers using different representations.</li> <li>• Read and write numbers up to 1,000 in numerals and in words.</li> <li>• Solve number problems and practical problems involving these ideas.</li> </ul> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 9, 25 and 1,000.</li> <li>• Find 1,000 more or less than a given number.</li> <li>• Count backwards through 0 to include negative numbers.</li> </ul>

<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul> <p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>Writing</b></p> <p>Spelling:</p>	<ul style="list-style-type: none"> <li>To create a simple computer program.</li> </ul> <p><b>MFL: French</b></p> <p><b>Phonics and I'm Learning French</b></p> <ul style="list-style-type: none"> <li>To pinpoint France and other French speaking countries on a map of the world.</li> <li>To ask and answer the question 'How are you?' in French.</li> <li>To say 'Hello' and 'Goodbye' in French.</li> <li>To ask and answer the question 'What is your name?' in French.</li> <li>To count to 10 in French.</li> <li>To say 10 colours in French.</li> </ul> <p><b>Art and Design</b></p> <p><b>Drawing</b> <b>Focus artist: Georgia O'Keefe</b></p> <ul style="list-style-type: none"> <li>To describe some of the work, key ideas, techniques and working practices of Georgia O'Keefe.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s).</li> <li>Order and compare numbers beyond 1,000.</li> <li>Identify, represent and estimate numbers using different representations.</li> <li>Round any number to the nearest 10, 100 or 1,000.</li> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li> <li>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.</li> </ul> <p><b>Addition and Subtraction</b></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:             <ul style="list-style-type: none"> <li>a three-digit number and 1s</li> <li>a three-digit number and 10s</li> <li>a three-digit number and 100s</li> </ul> </li> <li>add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> </ul> <p><b>PSHE</b></p>
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- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

**Handwriting:**

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

**Plan their writing by:**

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas.

**Draft and write by:**

- composing and rehearsing sentence orally (including dialogue), progressively building a

- To use different shading techniques to create different tones.
- To draw from observation.
- To use tone to create depth in a drawing.
- To use sketches to develop a final piece.
- To use different implements and media to achieve variations in line, texture, tone, colour, shape and pattern.

**Families and Relationships**

- To understand that friendships have ups and downs and that problems can be resolved.
- To understand the impact of bullying and the responsibility of bystanders to help.
- To recognise that stereotypes are present in everyday life.
- To recognise that stereotypes exist based on a number of factors.
- To begin to understand the physical and emotional boundaries in friendships.
- To understand why trust is an important part of positive relationships.

**Year 3**

- To begin to understand the differences between people and why it is important to respect these differences.

**Year 4**

- To begin to understand that families are very varied, in this country and across the world.

varied and rich vocabulary and an increasing range of sentence structures

- introduce the paragraph as a way to group related material; begin to organise information around a theme
- in narratives, develop understanding of ‘setting’, ‘character’ and ‘plot’ and begin to use in own writing
- in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings].

Evaluate and edit by:

- assessing the effectiveness of their own and others’ writing, and suggesting improvements
- suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.
- Proof-read for spelling and punctuation errors.

Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.

### Grammar & Punctuation

- develop their understanding of the concepts of vocabulary, grammar and punctuation by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

### P.E.

#### Swimming and Cricket

### Science

#### Skeletons

- To name and identify bones in the human body.
- To understand the functions of the skeleton.
- To name and identify bones in a range of animals.
- To understand animals without a spine.

- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand grammatical terminology accurately and appropriately when discussing their writing and reading

### Spelling

#### **Year 3:**

'ay' sound spelt ei, ey, ai

'err' sound spelt ear

Add suffix -er, -ing, -ed, -en

Words from Year 3/4 statutory spelling list

#### **Year 4:**

'or' sound spelt augh, au

Add prefix in-, im-, il-, ir-  
-sion endings

'oh' sound spelt ough

'or' sound spelt ough

Words from Year 3/4 statutory spelling list

### History

#### **Prehistoric Britain**

- What was life like during the Ice Age?
- What tools did early humans use?
- What was life like in a Stone Age settlement?
- Why was bronze used for tools and weapons?
- What can we learn from Skarae Brae and other Stone Age sites?
- What were the major differences between the different eras of the Stone Age?

- Are all skeletons the same?

#### **Movement**

- To identify joints.
- To understand how we move.

#### **Health and Nutrition**

- To understand food groups.
- To understand the five food groups.
- To understand balanced diets.
- To compare diets.
- To understand animal diets.

### R.E.

#### **Understanding Christianity**

##### **People of God – What is it like to follow God?**

- What are the links between the story of Noah and the idea of covenant?
- What are the links between promises in the story of Noah and promises that Christians make at a wedding ceremony?
- What are the links between the story of Noah and how we live in school and the wider world?