

<b>English Language</b> <b>Text: Stone Age Boy</b> <b>Stig of the Dump</b>	<b>Term 1</b>	<b>Mathematics</b>
<p style="text-align: center;"><b>Reading</b></p> <p>Pupils should be taught to:</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: <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> </ul> </li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <p>Online safety</p> <ul style="list-style-type: none"> <li>• To define cyberbullying</li> <li>• To know how to respond to a hurtful message or comment online</li> <li>• access a trusted search engine</li> <li>• understand that different search terms give different results</li> <li>• To know what plagiarism is</li> <li>• To identify which information to keep private online</li> <li>• To explain what digital citizenship is</li> <li>• To tell someone else at least one way to stay safe online</li> </ul>	<p style="text-align: center;"><b>Number and Place Value</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> <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> </ul>

<ul style="list-style-type: none"> <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> </ul> <ul style="list-style-type: none"> <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> <p>Pupils should be taught to:</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 style="text-align: center;"><b>Art and Design</b></p> <p><b>Drawing</b> Focus artist: Georgia O'Keefe</p> <ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Discuss how and why other artists, craftspeople and designers have used colour, shape, pattern and form.</li> <li>• Use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs.</li> <li>• Use different implements and media to achieve variations in line, texture, tone,</li> </ul>	<ul style="list-style-type: none"> <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 style="text-align: center;"><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> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> </ul>
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	<p>colour, shape and pattern.</p> <ul style="list-style-type: none"> <li>• Plan, refine and alter their drawings as necessary.</li> <li>• Collect and record visual information from different sources.</li> <li>• Draw for a sustained period of time from life with increasing accuracy.</li> <li>• Begin to create a sense of distance and proportion in a drawing.</li> <li>• Use different shading techniques to begin to give depth to a drawing.</li> <li>• Experiment/use different mark making techniques to create texture in a drawing.</li> <li>• Use research to inspire drawings e.g. from life, research, memory and imagination.</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture.</li> <li>• Use sketches to develop a final piece</li> </ul>	<ul style="list-style-type: none"> <li>• estimate and use inverse operations to check answers to a calculation</li> <li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul>
<p style="text-align: center;"><b>Writing</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• introduce the paragraph as a way to group related material; begin to organise information around a theme</li> <li>• in narratives, develop understanding of ‘setting’, ‘character’ and ‘plot’ and begin to use in own writing</li> <li>• in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings].</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others’ writing, and suggesting improvements</li> <li>• suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.</li> </ul>		<p style="text-align: center;"><b>Science</b></p> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• To identify light sources.</li> <li>• To understand that we need light to see and that dark is the absence of light.</li> <li>• To know that light travels in a straight line.</li> <li>• To understand how surfaces reflect light.</li> <li>• To know that the Sun can damage our eyes.</li> <li>• To know how to protect our eyes from the Sun.</li> <li>• To understand that a shadow is formed when a solid object blocks light.</li> <li>• To find patterns in the way that shadows change.</li> </ul>

<p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.</p> <p>Use paragraphs as a way to organise ideas around a theme.</p>	<p><b>PE</b></p> <p><b>OAA</b></p> <p><b>Swimming</b></p>	
<p style="text-align: center;"><b>Grammar &amp; Punctuation</b></p> <p>Develop their understanding of the concepts of grammar, punctuation and vocabulary by:</p> <ul style="list-style-type: none"> <li>• using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns for clarity</li> <li>• using conjunctions to express time and cause.</li> </ul> <p>Indicate grammatical features by:</p> <ul style="list-style-type: none"> <li>• indicating possession by using the possessive apostrophe with both singular and plural nouns (Year 4. In Year 3, revise singular nouns and teach plural to pupils who are ready.)</li> <li>• using and punctuating direct speech.</li> </ul> <p>Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.</p> <p>Use the present perfect form of verbs instead of the simple past [e.g. <i>He has gone out to play</i> rather than <i>He went out to play</i>].</p>	<p><b>History</b></p> <p><b>Britain from the Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>• When was the Stone Age?</li> <li>• When was the Iron Age?</li> <li>• What were homes like during the Palaeolithic, Mesolithic and Neolithic periods?</li> <li>• What was the significance of Stone Henge?</li> <li>• What was life like in the Iron Age?</li> </ul>	<p style="text-align: center;"><b>PSHE</b></p> <p><b>How do we treat each other with respect?</b></p> <ul style="list-style-type: none"> <li>• How people’s behaviour affects themselves and others, including online</li> <li>• How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• About the relationship between rights and responsibilities</li> <li>• About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</li> <li>• The rights that children have and why it is important to protect these</li> <li>• That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> </ul>

<p><b>Extend Year 4</b></p> <p>Develop their understanding of the concept of grammar, punctuation and vocabulary by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause.</li> </ul> <p>Indicate grammatical features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with both singular and plural nouns. Know the grammatical difference between plural and possessive –s</li> <li>• using and punctuating direct speech.</li> </ul> <p>Use Standard English forms for verb inflections instead of local spoken forms [e.g. <i>we were</i> rather than <i>we was</i>].</p> <p>Identify and understand the term determiner [which specifies a noun as known or unknown, e.g. the; a; an; this; those; my; your; some; every;].</p>		<ul style="list-style-type: none"> <li>• How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>
<p><b>Spelling</b></p>		<p><b>R.E.</b></p>

<p><b>Year 3:</b>          'ay' sound spelt ei, ey, ai          'err' sound spelt ear          Add suffix -er, -ing, -ed, -en          Words from Year 3/4 statutory spelling list</p> <p><b>Year 4:</b>          '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</p>	<p style="text-align: center;"><b>Music</b></p> <p><b>Pulse and Metre</b></p> <ul style="list-style-type: none"> <li>• Understanding pulse and rhythm</li> <li>• Exploring 4 beats in a bar</li> <li>• Exploring 2 beats in a bar</li> <li>• Exploring 3 beats in a bar</li> <li>• Exploring 6 beats in a bar</li> <li>• Recognising time signatures</li> </ul>	<p><b>Christianity: People of God</b></p> <p><b>What is it like to follow God?</b></p> <ul style="list-style-type: none"> <li>• To make clear links between the story of Noah and the idea of covenant.</li> <li>• To make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> <li>• To make links between the story of Noah and how we live in school and the wider world.</li> </ul>
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