

English Language Text: Charlotte's Web by E.B. White Poetry – Roger McGough	Term 6	Mathematics
<p style="text-align: center;">Reading</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by increasing their familiarity with a wide range of books and retelling some of these orally. Identify themes and conventions in a wide range of books and discussing words and phrases that capture the reader's interest and imagination.</p> <p>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.</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Read further age-appropriate exception words • Retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read. • Explain and discuss their understanding of what they have read and words they have encountered. • Ask questions to enhance understanding of the text. • Draw inferences such as characters' feelings thoughts and motives from their actions • Explain and justify their personal opinions about the text 	<p style="text-align: center;">Computing</p> <p>Drawing and Desktop Publishing</p> <ul style="list-style-type: none"> • To draw with different shapes and lines • To order and group objects • To manipulate shapes and lines • To recognise effective layout • To combine text and images • To layout objects effectively <p style="text-align: center;">Design and Technology</p> <p>Food – Eating Seasonally</p> <ul style="list-style-type: none"> • To know that climate affects food growth • To understand the advantages of eating seasonal foods grown in the UK 	<p>Year 3:</p> <p>Measurement</p> <ul style="list-style-type: none"> • add and subtract amounts of money to give change, using both £ and p in practical contexts • 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 and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight • 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] <p>Geometry - properties of shapes</p> <ul style="list-style-type: none"> • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn

- Make basic comparisons within and across texts
- Identifying main ideas drawn from more than one paragraph and summarise these.
- Ask and answer appropriate questions related to the text.

Year 4:

- Read further age-appropriate exception words
- Retrieve and record information
- Make predictions based on details stated and implied
- Draw on contextual evidence to make sense of what is read.
- Distinguish between statements of fact and opinion.
- Discuss and explain their understanding of the meaning of vocabulary in context.
- Deduce characters' feelings, thoughts and motives from their actions
- Comment how language, including figurative speech is used to contribute to meaning.
- Explain and justify personal opinion
- Ask and answer appropriate questions related to the text.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Make basic comparisons within and across different texts.

- To create a recipe that is healthy and nutritious using seasonal vegetables
- To safely follow a recipe when cooking

- and 4 a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Year 4:

Measurement

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence

- 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

Geometry - properties of shapes

- 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 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry

Geometry - position and direction

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down

		<ul style="list-style-type: none"> • plot specified points and draw sides to complete a given polygon <p>Statistics</p> <ul style="list-style-type: none"> • 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
<p style="text-align: center;">Writing</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> • 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. 		<p style="text-align: center;">Science</p> <p>Practical Skills</p> <ul style="list-style-type: none"> • What is a variable? • How do you draw a scientific diagram? • Why is a method important? • What can we do with the data we collect? • How can we communicate our results?

<p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentence orally (including dialogue), progressively building a 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]. • choosing nouns or pronouns for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">PE</p> <p>Striking and Fielding Games</p> <p>Athletics</p>	<ul style="list-style-type: none"> • How can we record an entire investigation?
		<p style="text-align: center;">PSHE</p> <p>Safety and the changing body</p> <ul style="list-style-type: none"> • To understand the importance of being kind online and what this looks like • To understand that cyberbullying involves being unkind online • To understand the benefits and risks of sharing material online • To develop understanding of privacy and the difference between secrets and surprises • To understand how to help if someone has been stung or bitten • To understand the choices people can make and those which are made or influenced by others • To develop an understanding of safety on or near roads <p>Year 3</p>

<p>Develop their understanding of the concepts of grammar, punctuation and vocabulary:</p> <ul style="list-style-type: none"> • using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns for clarity • using conjunctions to express time and cause 		<ul style="list-style-type: none"> • To understand the role they can take in an emergency situation <p>Year 4</p> <ul style="list-style-type: none"> • To recognise the physical differences between children and adults
<p style="text-align: center;">Grammar & Punctuation</p> <ul style="list-style-type: none"> • Indicating possession by using the possessive apostrophe with both singular and plural nouns (Year 4. In Year 3, revise singular nouns and teach plurals to pupils who are ready.) • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes. <p>Extend Year 4:</p> <ul style="list-style-type: none"> • Indicating possession by using the possessive apostrophe with both singular and plural nouns. Know the grammatical difference between plural and possessive –s. • Using and punctuating direct speech. • Using commas after fronted adverbials. • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 		<p style="text-align: center;">Geography</p> <p>Water and Weather</p> <ul style="list-style-type: none"> • Where is Earth’s water? • What makes up the weather? • Why does it rain? • Why does the UK have wild weather? • What is the reason for the seasons? • Why is the world’s weather changing?

<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the simple past tense [e.g. <i>He has gone out</i> rather than <i>He went out</i>] • Use Standard English forms for verb inflections instead of local spoken forms [e.g. <i>we were</i> rather than <i>we was</i>]. • Identify and understand the term determiner [which specifies a noun as known or unknown, e.g. <i>the</i>; <i>a</i>; <i>an</i>; <i>this</i>; <i>those</i>; <i>my</i>; <i>your</i>; <i>some</i>; <i>every</i>;]. 	<p style="text-align: center;">Music</p> <p>Timbre</p> <ul style="list-style-type: none"> • Body percussion basics • Exploring different sounds • Developing body percussion. • Composing a body percussion piece • Compose and perform a body percussion piece 	
<p style="text-align: center;">Spelling</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Words ending with an /zher/ sound spelt with 'sure' • words ending with a /cher/ sound spelt with 'ture • words ending with a /cher/ sound spelt with 'ture • Silent letter revision • Statutory Spellings Challenge Words <p>Year 4:</p> <ul style="list-style-type: none"> • Adding the suffix -ous (No change to root word) • Adding the suffix -ous (No change to root word) • Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') • Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge') • Adverbials of frequency and possibility 		

- Adverbials of manner
- Statutory Spellings Challenge Words