

English Language Text: The Lost Happy Endings by Carol Ann Duffy	Term 1: Hope	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 • 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. <p>Year 4:</p>	<p style="text-align: center;">Computing</p> <p>E-safety</p> <ul style="list-style-type: none"> • To understand the importance of e-safety • What should you accept? • What is reliable? • What should you keep safe? • Who should you tell? • Identifying cyber bullying. 	<p style="text-align: center;">Number and Place Value</p> <p>Year 3:</p> <p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> <p>Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s).</p> <p>Compare and order numbers up to 1,000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Read and write numbers up to 1,000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Year 4:</p> <p>Count in multiples of 6, 7, 9, 25 and 1,000.</p> <p>Find 1,000 more or less than a given number.</p> <p>Count backwards through 0 to include negative numbers.</p> <p>Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s).</p>
	<p style="text-align: center;">Art and Design</p> <p>Drawing Focus artist: Paul Cezanne</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Explore the roles and purposes of artists, craftspeople and 	

<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. • 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. 	<p>designers working in different times and cultures.</p> <ul style="list-style-type: none"> • Discuss how and why other artists, craftspeople and designers have used colour, shape, pattern and form. • Use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs. • Use different implements and media to achieve variations in line, texture, tone, colour, shape and pattern. • Plan, refine and alter their drawings as necessary. • Collect and record visual information from different sources. • Draw for a sustained period of time from life with increasing accuracy. • Begin to create a sense of distance and 	<p>Order and compare numbers beyond 1,000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1,000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>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.</p>
<p style="text-align: center;">Writing</p> <p>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.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs around a theme and in narratives, creating settings, characters and plot.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements, proof-reading for spelling and punctuation errors.</p>		<p style="text-align: center;">Science</p> <p>States of Matter</p> <ul style="list-style-type: none"> • To compare and group materials together according to whether they are solids, liquids or gases. • To observe that some materials change state when they are heated or cooled. • To demonstrate that dissolving, mixing and changes of state are reversible changes. • To compare and group everyday materials based on their properties including their hardness, solubility and transparency. • To identify the part played by evaporation and condensation in the water cycle.

Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 3:

- Write effectively for a range of purposes and audiences, using appropriate language.
- In narratives, develop settings characters and plot.
- Include dialogue in narrative, punctuated with inverted commas.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when/if/because/although.
- Use adverbs and prepositions to express time and cause.
- In non-narrative writing, use simple organisational devices e.g headings/sub-headings.
- Begin to use accurate verb tenses and subject-verb agreement in pieces of writing.
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions and singular possession.
- Accurately spell most of the words on the KS1 spelling list and some on the Y3/4 spelling list
- Apply the Y3/4 spelling rules that have been taught, including accurately spelling words with some prefixes.

Year 4:

- Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader.
- In narratives, describe the settings and characters, using a range of descriptive devices.

proportion in a drawing.

- Use different shading techniques to begin to give depth to a drawing.
- Experiment/use different mark making techniques to create texture in a drawing.
- Use research to inspire drawings e.g. from life, research, memory and imagination.
- Explore relationships between line and tone, pattern and shape, line and texture.
- Use sketches to develop a final piece

PE

Invasion Games

OAA

Orienteering, mapwork and leadership

<ul style="list-style-type: none"> • Include correctly punctuated dialogue in narrative. • Show appropriate use of fronted adverbials, correctly including the appropriate use of the comma. • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. • Organise paragraphs around a theme and in non-fiction writing, use appropriate organisational devices. • Choose noun or pronouns appropriately for clarity and cohesion. • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes. 		
<p style="text-align: center;">Grammar & Punctuation</p> <p>Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> • 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 • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive 	<p style="text-align: center;">History</p> <p style="text-align: center;">Ancient Greece</p> <ul style="list-style-type: none"> • When did Ancient Greece thrive? • What were the Ancient Greeks famous for? • What did the Ancient Greeks build? • What were the Ancient Greeks hobbies? • What was the significance of Greek Mythology? 	<p style="text-align: center;">PSHE</p> <p>Well being</p> <p>How can we be a good friend?</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to • manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

<p>apostrophe with plural nouns</p> <ul style="list-style-type: none"> • using and punctuating direct speech • use and understand grammatical terminology accurately and appropriately in discussing their writing and reading. 	<p style="text-align: center;">Music</p> <p style="text-align: center;">Music Express – Exploring rhythmic patterns</p>	
<p style="text-align: center;">Spelling</p> <p>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</p> <p>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</p>		<p style="text-align: center;">R.E.</p> <p>Christianity: Creation and Fall</p> <p>What do Christians learn from the Creation Story?</p> <ul style="list-style-type: none"> • How do the concepts of God and Creation fit on a timeline of the Bible's 'Big Story'? • What are the links between Genesis 1 and what Christians believe about God and Creation? • How do Christians live their lives because they believe God is Creator? • What are my questions and possible answers about what might be important in the creation story for Christians living today, and for people who are not Christians?