Brown Clee C.E. Primary School

Two Year Rolling Programme

(Y3&Y4)

Aspire

Believe

Persevere

Succeed

Updated: 6th December 2023

Brown Clee C.E. Primary School

AUTUMN TERM A:

INNOVATION & INVENTION

A	ENGLISH (Lower KS2)					
AUTUMN: INNOVATION & INVENTION	Class Text: THE RAILWAY CHILDREN by E. Nesbit (Classic from British Heritage)	**On-going objectives**	**Narrative Genres**	**Non-Fiction Genres**	**Poetry Genres**	**S&L / Drama**
		Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Reading Comprehension** Develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading books that are structured in different ways and reading for a range of purposes. • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • identifying themes and conventions in a wide range of books. • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and • imagination • recognising some different forms of poetry [for example, free verse, narrative, poetry] Understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • asking questions to improve their understanding of a text. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated and implied. • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. 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. **Writing Composition** 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 sentences orally (including dialogue), progressively • building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 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.	**(3.) Fantasy:** The train to impossible places by P.G. Bell (a.) Recap Apostrophes for contractions - RECAP KS1 Objectives in context of new learning (b.) Pronouns – including possessive pronouns - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - develop their understanding of the concepts set out in English appendix 2: "Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition", pronoun, possessive pronoun (c.) Main clauses (1) – basics inc conjunctions & Sentences (2) - Recap in context of clauses and pronouns - develop their understanding of the concepts set out in English appendix 2: clause, conjunction - develop their understanding of the concepts set out in English appendix 2: clause, conjunction, pronoun	**(2.) Explanations:** The invention of the steam engine (a.) Sentences (1) - Recap very simple sentences (ENP + V) - RECAP KS1 Objectives in context of new learning	**(1.) Structured Poem:** Night Mail by W.H. Auden (Consistent metrical pattern) (a.) Noun phrases (1) (simple ENPs) - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - develop their understanding of the concepts set out in English appendix 2: "Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)", "Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition", "Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]", determiner, consonant, consonant letter, vowel, vowel letter From a Railway Carriage by R.L Stephenson (Rhyming couplets) (b.) Verbs (1) (inc manner adverbs) - develop their understanding of the concepts set out in English Appendix 2 by: "Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]"	**Performance Poetry**: Song of the Train by David McCord Hand on the Bridge by Michael Rosen
			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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. **Spellings** Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones. Spell words that are often misspelt (English Appendix 1). Place the possessive apostrophe accurately in words with regular plurals [forexample, girls', boys'] and in words with irregular plurals [for example, children's]. Use the first two or three 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.		**Spoken Language** Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.	

Maths – Autumn Term NC Y3 Objectives **NC Y4 Objectives** Balance Y3 Objectives Balance Y4 Objectives

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Number- Place Value				Number – Addition and Subtraction				Number – Multiplication and Division			

Identify, represent and estimate numbers using different representations.
Identify, represent and estimate numbers using different representations.
Understand that ten 10s make 100 and a hundred ones make 100.
Use concrete representations to represent 3-digit numbers.
Understand that 1,000 is made up of ten 100s.
Use concrete representations to represent 4-digit numbers.

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
Count in multiples of 6, 7, 9, 25 and 1000.
Count objects and numerals in 100s up to 1000.
Count forwards in steps of 50.
Count backwards in steps of 50.
Count in multiples of 1000.
Count in multiples of 25.
Recognise and use the number facts that there are two 25s in 50, and four 25s in 100.

Read and write numbers up to 1000 in numerals and in words.
Identify any number up to 1000.
Write numbers up to 1000.
Read numbers up to 1000.
Use concrete representations to represent 4-digit numbers.

Recognise the place value of each digit in a 3 digit number.
Recognise the place value of each digit in a 4 digit number.
Know that a 3 digit number is made up of 100s, 10s and 1s.
Read 3 digit numbers on a place value grid and write them in numerals.
Use place value counters to represent 3 digit numbers.
Estimate, work out and write 3 digit numbers on a numberline.
Represent numbers up to 9,999 using concrete resources on a place value grid.
Know that a four digit number is made up of 100s, 100s, 10s and 1s.
Partition 4-digit numbers in different ways.
Estimate, label and draw 4 digit numbers on a numberline.
Understand that you can count backwards or forwards, in equal steps, from both sides.

Find 10 or 100 more or less than a given number.
Find 1000 more or less than a given number.
Find 10 more than a given number.
Find 10 less than a given number.
Find 100 more than a given number.
Find 100 less than a given number.
Find 1000 more than a given number.
Find 1000 less than a given number.

Round any number to the nearest 10, 100 or 1000
Round numbers to the nearest 10.
Round numbers to the nearest 100.
Round numbers to the nearest 1000.
Explain the rules of rounding.

Order and compare numbers to 1000.
Order and compare numbers up to 10,000.
Use objects to represent numbers to 1000.
Use comparative language and symbols to determine which number is greatest/smallest.
Compare numbers presented as numerals rather than objects.
Order numbers from smallest to greatest and greatest to smallest and explain reasoning.
Compare 4 digit numbers using comparative language and symbols.
Order numbers up to 10,000 in ascending order.
Order numbers up to 10,000 in descending order.
Find the largest or smallest number from a set.

Count backwards through zero to include negative numbers.
Recognise that there are numbers below 0.
Count back through zero using correct mathematical language.

Solve number problems and practical problems involving these ideas.
Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
Read Roman numerals to 100.
Understand how the numeral system developed over time.
Know that there is no symbol for zero and so no placeholders in the Roman number system.

Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.
Apply prior knowledge of adding and subtracting ones and tens to adding multiples of 100.
Apply prior knowledge of adding and subtracting ones and tens to subtracting multiples of 100.
Add ones to a 3 digit number without an exchange.
Subtract ones from a 3 digit number without an exchange.
Add a multiple of 10 to a 3 digit number.
Subtract a multiple of 10 from a 3 digit number.
Build on knowledge of adding 100s together by adding ones and tens.
Find patterns between calculations.
Add thousands.
Subtract thousands.

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
Add ones to a 3 digit number with exchange.
Add multiples of ten to a 3 digit number with exchange.
Understand that when adding 10s it can change 100s and 10s column.
Use understanding of inverse to work out missing number problems.
Add 2 digit and 3 digit numbers without exchange.
Subtract 2 digit and 3 digit numbers without exchange.
Add 2 digit and 3 numbers with exchange from ones to tens.
Add 2 digit and 3 digit numbers with exchange from tens to hundreds.
Add 2 digit and 3 digit numbers with exchange across all columns.
Add two 3 digit numbers with no exchange.
Add two 3 digit numbers with exchange.
Add two 4 digit numbers with no exchange.
Add two 4 digit numbers with one exchange.
Add two 4 digit numbers with multiple exchanges.
Subtract a 1 digit from a 3 digit number using exchange.
Subtract multiples of 10 from a 3 digit number with exchange.
Use place value to add 2 digit and 3 digit numbers without exchange.
Use place value to subtract 2 digit from 3 digit numbers without exchange.
Use column method to subtract 2 digit from 3 digit numbers.
Use column method to subtract 2 digit from 3 digit numbers.
Understand that there are different methods of subtraction.
Subtract 3 digit from 3 digit numbers using concrete manipulatives and column method.
Use formal column method to subtract two 4 digit numbers with no exchange.
Use formal column method to subtract two 4 digit numbers with one exchange.
Use formal column method to subtract two 4 digit numbers with more than one exchange.
Find most efficient method of subtraction.

Estimate the answer to a calculation and use inverse operations to check answers.
Estimate and use inverse operations to check answers to a calculation.
Check how reasonable answers are using estimation.
Use inverse to check an answer is reasonable.
Use knowledge of rounding to estimate answers.
Use inverse to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Count from 0 in multiples of 4 and 8.
Recall and use multiplication and division facts for multiplication tables up to 12 × 12.
Count in multiples of 6, 7 and 9.
Recap understanding of adding equal groups.
Use knowledge of counting in 3s to multiply by 3.
Divide by 3 by sharing into 3 equal groups.
Recall 3 times table fluently.
Link multiplying by 4 to doubling and doubling again.
Link multiply by 4 to repeated addition and counting in 4s.
Divide by 4 by sharing into 4 equal groups.
Use knowledge of other multiplication tables to recall 4 timestable.
Multiply by 8 using knowledge of 4 timestable.
Divide by 8 by sharing into 8 equal groups.
Use prior knowledge of multiplication facts for 2,3,4,5 timestables along with distributive law to calculate unknown multiplication facts.
Use knowledge of timestable facts to multiply by 6.
Use knowledge of timestable facts to divide by 6.
Use known table facts to be fluent in 6 times table.
Use knowledge of timestable facts to multiply by 9.
Use knowledge of timestable facts to divide by 9.
Use known table facts to be fluent in 9 times table.
Use knowledge of timestable facts to multiply by 7.
Use knowledge of timestable facts to divide by 7.
Count in 7s.
Use knowledge of equal groups to solve multiplication calculations and problems.
Apply the facts from learned timestables to solve calculations with larger numbers.
Build on knowledge of 1,2 and 10 timestables to explore the 11 and 12 timestables through partitioning.
Understand that making a number ten times bigger is the same as 'multiply by 10'.
Build on multiplying by 10 to see links between multiplying by 10 and multiplying by 100.
Divide by 10 with whole numbers.
Divide by 100 with whole numbers.

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.
Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
Multiply by 1.
Multiply by 0.
Divide a number by 1 or itself.
Use knowledge of multiplication and division to compare statements using equality symbols.
Use known multiplication facts to solve multiplication problems.
Use 'Associative Law' to multiply 3 numbers.
Use mental multiplication by exploring different ways to calculate.
Partition 2 digit numbers into tens and ones or factor pairs, in order to multiply 1 and 2 digit numbers.
Know that a factor is a whole number that multiplies by another number to make a product.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects.
Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one

A	Science

AUTUMN: INNOVATION & INVENTION

States of Matter (Y4 Chemistry)

Compare and group materials together, according to whether they are solids, liquids or gasses.

- Understand that solids have a fixed state and cannot flow.
- Understand that liquids can flow.
- Understand that gases completely fill the space they are in.
- Discuss how particles interact within each state.

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.

- Understand that states can change.
- Understand that when heated solids can turn into liquid and liquids into gases.
- Understand that when cooled gases can turn into liquids and liquids into solids.
- Can measure or research the temperature state changes occur (depending on material).
- Discuss how particles change when heated or cooled.

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

- Understand that the process of a liquid turning into a gas can be called evaporation.
- Understand that the process of a gas turning into a liquid can be called condensation.
- Understand that larger temperature changes cause evaporation to occur quicker.
- Can explain this within the context of the water cycle.

Key Vocab

- solid
- liquid
- temperature
- flow
- particles
- materials
- condensation
- water cycle
- celsius
- evaporation
- fixed/fluid state
- gas

Working Scientifically

Invest:		Plan - Ask relevant questions and use different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests.	Do - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Record - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	Review - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Use straightforward scientific evidence to answer questions or to support their findings.
Changing states	Fair test	**Investigation Type:** Plan a fair test with support. **Investigation Type:** Understand that we can change and measure variables in a fair test. **Investigation Type:** Understand that the variables that we do not change need to be controlled in a fair test.	**Using Equipment:** Use scientific equipment to accurately take measurements.	**Presenting:** Record findings using tables and bar charts.	**Patterns:** Summarise simple data in the form of tables and charts by describing patterns/relationships.
Complete circuits	Pattern seeking	**Questioning:** Begin to use scientific knowledge to ask relevant questions **Predicting:** Begin to use scientific knowledge to predict the outcome of an investigation.	**Observing:** Begin to make systematic and careful observations (noticing patterns). **Using Equipment:** Use (non-measuring scientific equipment to carry out an investigation.		

A	Geography: Railways and the UK			
	Key Lines of Geographical Enquiry: How is the British railway system and geography linked?			
AUTUMN: INNOVATION & INVENTION	**Locational Knowledge:** • **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	**Human Geography:** • **Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.**	**Geographical Skills:** • **Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage** • **Use simple compass directions and locational and directional language.** • **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**	**Fieldwork:** • **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.**
	• Name and locate UK counties and cities, with strong links to the rail system. Cheshire/Crewe, Yorkshire/York, West Midlands/Birmingham, Merseyside/Liverpool, Lancashire/Manchester, Northumberland/Newcastle, Cambridgeshire/Peterborough, Glasgow, Cardiff, Edinburgh. • Name and locate key physical and human characteristics eg Pennines, river Thames, Snowdonia, River Severn, The Wash, Cairngorms, Scottish Islands. • Identify the position of the Greenwich Meridian.	• Describe and understand why the main railway stations are located where they are. • Identify the key topographical features that affected where the railways were built eg mountains, rivers, coasts. Why are mainline routes where they are?	• Use maps, atlases, globes and digital/computer mapping to locate the locations: Cheshire/Crewe, Yorkshire/York, West Midlands/Birmingham, Merseyside/Liverpool, Lancashire/Manchester, Northumberland/Newcastle, Glasgow, Cardiff, Edinburgh, Pennines, river Thames, Snowdonia, River Severn, The Wash, Cairngorms, Scottish Islands, Pennines, river Thames, Snowdonia, River Severn, The Wash, Cairngorms, Scottish Islands. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment eg Land Use or Housing survey

A	Design & Technology	Art & Design
AUTUMN: INNOVATION & INVENTION	**Structures: Bridges: Which bridge design is the strongest?** • Research and investigate different types of bridge constructions. • Develop design criteria that are appropriate to the task. • Use simple prototypes, labelled sketches and detailed instructions to plan their light design. • Make design decisions that take account of the availability of resources. • Select and use a range of tools to cut, shape, join and finish the model bridge. • Make simple paper models, mockups and templates. • Select from and use a wider range of construction materials and components according to their functional properties and aesthetic qualities. • Follow procedures for safety and hygiene. • Investigate and compare a range of different types of bridge. • Evaluate ideas and products against their design criteria and suggest ways in which products can be improved. • Explain why the Iron Bridge is so famous. • Recall that Abraham Darby 3 designed the bridge using an innovative method of iron smelting. • Strengthen 2D frames by adding diagonal bracing struts. • Use materials to make simple joints, glue, tape and paper clips. • Join 2D frames to create 3D structures.	**Cityscape: Drawing & Painting – L.S. Lowry** • Take a sense of ownership of their sketchbook, working at own pace, following own exploration. • Explore drawing 'matchstick characters' in the style of Lowry. • Explore drawing industrial buildings. • Investigate using different types of paint with different tools. • Draw a cityscape in the style of Lowry with stylised figures in the forefront. • Select a range of tools to paint their cityscape and figures. • Select their choice of paint to colour their cityscape and figures. • Explain the meaning of the following formal elements: line, shape, texture, space, shade and colour. • Enjoy listening to other people's views about artwork made by others. • Explain what they enjoyed during the process, and what they like about the end result. • Discuss what went well and what was challenging. • Use digital media to research L.S. Lowry. • Recall that Lowry was a British artist who painted stylised urban landscapes from Lancashire. • Explain that Lowry uses stylised figures referred to as 'matchstickmen'. • Recall that Lowry used the following colours: ivory, black, red, Prussian blue, yellow ochre, flake white and no medium (e.g. linseed oil). • Recall that Lowry used oil paint and worked with brushes (using both ends), his fingers, sticks or a nail. • Describe and Study Lowry's "Coming Home from the Mill" painting.
	Modern Foreign Languages	**Computing**
	Phonetics / I'm learning French/ Animals • Listen and identify the CH OU ON OI phonemes in French. • Listen and identify the IN IQUE ILLE in French. • Find France on a map of the world. • Recall some key facts about France/French speaking countries. • Say their name and how they are feeling. • Read, write, say and recognise numbers 1-10 with good pronunciation. • Read, write, say and recognise ten key colours with good pronunciation. • Read, write and say masculine/feminine word for "a". • Say, read and write up to 10 animals with the correct word for "a". • Say, read and write "I am". • Say, read and write a short sentence using a verb and a noun in French. • Understand that all nouns in French are either "masculine" or "feminine". • Understand the first person singular of high frequency verbs.	***COMPUTER SYSTEMS & NETWORKS: Connecting Computers:*** **Digital Literacy:** • Explain how digital devices function. • Identify input and output devices. • Recognise how digital devices can change the way 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. ***COMPUTER SYSTEMS & NETWORKS: The Internet:*** **Digital Literacy:** • Describe how networks physically connect to other networks. • Recognise how networked devices make up the internet. • Outline how websites can be shared via the WWW. • Describe how content can be added and accessed on the WWW. • Recognise how the content of the WWW is created by people. • Evaluate the consequences of unreliable content.

A	Music	RHSE
AUTUMN: INNOVATION & INVENTION	**Musical Notation: Baroque/Handel/ Hallelujah Chorus (Messiah)** • Listen to and copy back three-note melodic patterns from memory. • Recall that Handel was a German/British Baroque composer. • Recall that Baroque music refers to a period/style of Western classical music from 1600 to 1750. • Explain that the Hallelujah Chorus is a choral composition where voices sing in harmony. • Share your thoughts and feelings about the Hallelujah Chorus. • Describe the emotion /feeling/intent of the song. • Describe the design /structure of the song. • Sing in unison as an ensemble. • Explain that harmony is when notes are sung or played together at the same time. • Play and perform an instrumental part by ear or from standard notation and as part of the song being learnt (Glockenspiel). • Play any one, or all four, differentiated parts on a tuned instrument. • Create and present a holistic performance. • Begin to create personal musical ideas using the given notes. • Compose an eight-bar melody, using three or five notes over a backing track. • Recall that the first three notes of the C major scale are C,D,E. • Identify melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). • Recall that a bar is a segment of music bounded by vertical lines. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Internalise, keep and move in time with a steady beat in 4/4 time. • Recall that the stave, lines and spaces, and clef are used to represent pitch. • Explain the difference between a crotchet and paired quavers. • Identify the names of some pitched notes on a stave. • Apply word chants to rhythms, understanding how to link each syllable to one musical note.	**Essential Skills: Listening:** • Listen to others and tell someone else what it was about. • Listen to others and understand why they are communicating. **Essential Skills: Problem Solving:** • Complete tasks by finding the information needed. • Explore problems by finding different possible solutions. **Essential Skills: Speaking:** • Speak effectively by making points in a logical order. • Speak effectively by thinking about what listeners already know. **Essential Skills: Teamwork:** • Work well with others by taking responsibility for completing their tasks. • Work well with others by supporting them. **Relationships: Families & People Who Care For Me** • Know the characteristics of healthy family life. • Know that others' families, sometimes look different from their family. • Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important. • Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Religious Education

How and why do people mark the significant events of life?

Make sense of belief:
- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today

Understand the impact:
- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean
- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)

Make connections:
- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies
- Give good reasons why they think ceremonies of commitment are or are not valuable today.

A	Physical Education			
AUTUMN: INNOVATION & INVENTION	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Swimming: **Striking with a body part** • Learn to swim (1-2) • Learn to swim (3-5) • Learn to swim (6-7) **Cross Country: Running** • Develop pacing to allow running a wider range of distances • Continue to develop running technique, including variation for short and long distances (e.g. stride length) • Run in combination with other skills and in a wider range of game-situations (e.g. throwing, kicking, catching, jumping) • Develop ability at changing direction and speed whilst running. **Tag Rugby: Running / Catching / Throwing** • Recall the basic rules and aims (inc. touch, try lines, passing backwards, knock-ons) • Run with the ball in two hands • Pass the ball backwards whilst running forward • Catch a ball whilst running • Change direction whilst running with a ball • Find spaces whilst running with the ball • Tag players running at speed • Spread out as part of a team when defending **Gymnastics: Jumping** • Perform more complex balances on different small body parts • Make different body shapes and link transitions between these • Move in more complex ways (e.g. walking along beam, travelling steps) • Move using body revolutions (e.g. teddy bear rolls and body rocks) • Jump vertically, making simple shapes (e.g. straight, tuck and straddle) • Begin to use horizontal body rotations (e.g. ½ turn jumps and pivot steps) • Land carefully with knees bent and arms out in front to avoid movement on landing (including jumping from raised platforms) • Demonstrate flexibility by stretching joints in different ways (e.g. pike and straddle sits) • Vaulting on to low platforms • Link different jumps, movements, rotations and balances in more complex routines • Design group routines **OAA** • Take on a number of different roles within group activities • Take part in group activities involving trust (e.g. spotting) • Begin to develop confidence at completing activities at height • Begin to develop confidence at completing activities involving water • Begin to develop basic climbing skills – e.g. foot and hand placements, forward planning • Begin to develop basic orienteering skills – e.g. reading simple maps using reference points	• Recall the aim of a range of specific recognised sports • Begin to recall and follow the formal rules of some recognised sports • Use increasingly complex tactics to attack in simple games (e.g. pacing in cross country, angling runs towards gaps in tag rugby) • Use increasingly complex tactics to defend in simple games (e.g. forcing players to run into touch in tag rugby) • Use understanding of recognised sports' aims and rules to adjust the way they play the game (e.g. in tag rugby, making decision with the aim of either creating or preventing a try) • Recognise that some tactics for defending will depend on the opposition's tactics for attacking • Adjust tactics for defending depending on opposition's tactics for attacking and vice versa • Work effectively as part of a team, recognising the importance of different roles/positions	• Recognise when an increasingly wide range of skills have been executed effectively • Recall the technique points for an increasingly wide range of skills • Recognise and begin to be able explain why the execution of a skill was effective or not • Recognise and begin to be able explain why the performance in a game was effective or not • Begin to analyse the finer details in the execution of a skill	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **passion** and **determination** (but control) ○ demonstrate **self-belief** (and team), particularly when things are going wrong

Brown Clee C.E. Primary School

SPRING TERM A:

INDIA

A

SPRING: INDIA

ENGLISH (Lower KS2)

Class Text: WHEN THE MOUNTAINS ROARED by Jess Butterworth (Modern Narrative)

On-going objectives

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- using dictionaries to check the meaning of words that they have read.
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- identifying themes and conventions in a wide range of books.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and
- imagination
- recognising some different forms of poetry [for example, free verse, narrative, poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding of a text.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- identifying main ideas drawn from more than one paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

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.

Writing Composition

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 sentences orally (including dialogue), progressively
- building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

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.

Narrative Genres

(3.) Folk Tales:

A Dollop of Ghee and a Pot of Wisdom by Chitra Soundar

(a.) Recap apostrophes for possession

- RECAP KS1 Objectives

(b.) Sentences (3) – wider range of conjunctions and subordinate clauses

- using conjunctions, adverbs and prepositions to express time and cause
- develop their understanding of the concepts set out in English Appendix 2 by: "Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]", clause, subordinate clause

(c.) Paragraphs

- organising paragraphs around a theme

Non-Fiction Genres

(2.) Instructions: Indian food recipes

(a.) Recap commas for lists

- RECAP KS1 Objectives

(b.) Verbs (2) - inc time, place, frequency and degree adverbials

- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- develop their understanding of the concepts set out in English Appendix 2 by: "Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]", "Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]", "Fronted adverbials [for example, Later that day, I heard the bad news.]", "Use of commas after fronted adverbials", adverbial

(1.) Playscripts: Indian Shadow Puppet Play

(a.) Recap learning from last term: noun phrases, nouns, determiners, adjectives, verbs, adverbs, sentences, pronouns, clauses

(b.) Noun phrases (2) - inc prepositional phrases and adverbs to describe adjectives

- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- develop their understanding of the concepts set out in English appendix 2: "Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)", "Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition", "Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]", determiner, consonant, consonant letter, vowel, vowel letter, preposition

Poetry Genres

Free Verse: This is indeed India by Mark Twain

S&L / Drama

Performing Playscripts: Indian Shadow Puppets

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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Spellings

Use further prefixes and suffixes and understand how to add them (English Appendix 1).

Spell further homophones.

Spell words that are often misspelt (English Appendix 1).

Place the possessive apostrophe accurately in words with regular plurals [forexample, girls', boys'] and in words with irregular plurals [for example, children's].

Use the first two or three 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.

Spoken Language

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates.

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Maths – Spring Term WRM Y3 **WRM Y4 Objectives** Balance Y3 Objectives Balance Y4 Objectives

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Number- Multiplication & Division		Measurement – Length, Perimeter and Area		Number - Fractions				Number – Decimals / Measure – Mass & Capacity			
Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods. **Multiply two digit and three digit numbers by a one digit number using formal written layout.** Use knowledge of repeated addition to represent a 1 digit number multiplied by a 2 digit number using concrete manipulatives – no exchange. Use the formal method of multiplication to solve 1 digit multiplied by 2 digit numbers – with exchange. Use knowledge of repeated addition to represent a 1 digit number multiplied by a 2 digit number using concrete manipulatives – with exchange. Use the formal method of multiplication to solve 1 digit multiplied by 2 digit numbers – with exchange. Use a range of informal written methods to multiply 1 digit and 2 digit numbers. Use formal short method to multiply 1 digit and 2 digit numbers. Represent a 3 digit number multiplied by a 1 digit number with concrete manipulatives. Divide 2-digit numbers by a 1-digit number by partitioning into tens and ones and sharing into equal groups – no exchange ore remainders. Divide 2-digit numbers by a 1-digit number by partitioning into tens and ones and sharing into equal groups – with exchange, no remainders. Solve division problems with a remainder. Build on their knowledge of dividing a 2-digit number by a 1-digit number by sharing into equal groups. – with exchange and no remainders. Divide 2-digit numbers by 1-digit numbers with remainders. Apply their previous knowledge of dividing 2-digit numbers to divide a 3-digit number by a 1-digit number. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objectives. **Solve problems involving multiplying 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.** Answer questions that use the vocabulary "times as many". List systematically the possible combinations resulting from two groups of objects. Solve more complex problems building on their understanding of when n objects relate to m objects.		Measure, compare, add and subtract: lengths (m/cm/mm). Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units. **Convert between different units of measure eg kilometre to metre, hour to minute.** Measure length using mm. Use different measuring equipment accurately. Identify most appropriate equipment to measure a length. Recognise that 100 cm is equivalent to 1 metre. Convert other multiples of 100 cm into metres and vice versa. Recognise that 10 mm is equivalent to 1 cm. Convert other multiples of 10 mm into centimetres and vice versa. Compare and order lengths based on measurements in mm, cm and m. Multiply and divide by 1,000 to convert between kilometres and metres. Apply their understanding of adding and subtracting with 4-digit numbers to find two lengths that add up to a whole number of kilometres. Find fractions of kilometres using knowledge of finding fractions of amounts. Add lengths given in different units of measurement. Use take-away and finding the difference to subtract lengths. Measure the perimeter of simple 2D shapes. **Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.** Understand what perimeter is and isn't. Measure the perimeter of simple 2-D shapes. Compare different 2-D shapes which have the same perimeter. Make connections between the properties of 2-D shapes and measuring the perimeter. Use their understanding of the properties of shape to calculate the perimeter of simple 2-D shapes. Calculate the perimeter of rectilinear shapes by counting squares on a grid. Calculate the perimeter of rectangles (including squares) that are not on a squared grid. Use different approaches of finding the perimeter. Use their understanding of perimeter to calculate missing lengths and to investigate the possible perimeters of squares and rectangles. Calculate perimeter of rectilinear shapes without using squared paper. **Find the area of rectilinear shapes by counting squares.** Understand that area is the amount space is taken up by a 2D shape or surface. Understand that area is measured in squares. Use the strategy of counting the number of squares in a shape to measure and compare the areas of rectilinear shapes. Make rectilinear shapes using a given number of squares. Compare the area of rectilinear shapes where the same size square has been used. Use < and > with the value of the area to compare shapes. Put shapes in order of size by comparing their areas.						Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise that tenths arise from dividing one whole into 10 equal parts. Represent tenths in different ways and use words and fractions to describe them. Count up and down in tenths using different representations. Understand what happens when counting past 10/10. Compare fractions and decimals written as words, in fraction form and as decimals and link them to pictorial representations. Know that the number system extends to the right of the decimal point into the tenths column. **Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.** Recognise tenths and hundredths using a hundred square. Know that ten hundredths are equivalent to one tenth and can use a part-whole model to partition a fraction into tenths and hundredths. Understand when dividing by 100 the number is being split into 100 equal parts and is 100 times smaller. Use counters on a place value chart to see how the digits move when dividing by 100. **Recognise and write decimal equivalents of any number of tenths or hundredths.** Recognise the relationship between 1/10 and 0.1. Write tenths as decimals and as fractions. Write any number of tenths as a decimal and represent them using concrete and pictorial representations. Understand that a tenth is a part of a whole split into 10 equal parts. Read and represent tenths on a place value grid. Know that the tenths column is to the right of the decimal point. Use concrete representations to make tenths on a place value grid and write the number they have made as a decimal. Read and represent tenths on a number line. Link the number line to measurement, looking at measuring in centimetres and millimetres. Use number lines to explore relative scale. Understand when dividing by 10 the number is being split into 10 equal parts and is 10 times smaller. Use counters on a place value chart to see how the digits move when dividing by 10. Use a place value chart to see how 2 digit-numbers move when dividing by 10. Recognise that hundredths arise from dividing one whole into one hundred equal parts. Know that one tenth is ten hundredths. Count in hundredths and represent tenths and hundredths on a place value grid and a number line. Recognise the relationship between 1/100 and 0.01. Write hundredths as decimals and as fractions. Write any number of hundredths as a decimal and represent the decimals using concrete and pictorial representations. Understand that a hundredth is a part of a whole split into 100 equal parts. Read and represent hundredths on a place value grid. Understand that the hundredths column is to the right of the decimal point and the tenths column. Use concrete representations to make numbers with tenths and hundredths on a place value grid and write the number they have made as a decimal. Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml). Read a range of scales to measure mass, including scales with missing intervals. Use kilogram and gram weights to reinforce the difference in the units. Represent the intervals on the scale on a straight number line to highlight the link back to place value. Measure the mass of objects and record them as a mixed measurement in kilograms and grams. Record the mass on scales by calculating the intervals and identifying where the arrow will go. Use 'lighter' and 'heavier' to compare mass. Use their understanding that kilograms are used for heavier objects and use this to help them compare mass. Compare mixed measurements using the inequality symbols. Add mass. Subtract mass. Use a range of mental and written methods, choosing the most efficient one for each question. Use litres, millilitres and standard scales to explore capacity. Use place value skills to explore scales. Recognise that capacity is the amount of liquid a container can hold and the volume is how much liquid is in the container. Measure capacity with litres and millilitres together and record measurements as __ l and __ ml. Use 'full' and 'empty' to compare capacity. Use their understanding that litres are used for larger containers and will use this to help them compare capacity. Add volumes and capacities. Subtract volumes and capacities.		

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
Explain the similarities and differences between unit and non-unit fractions.
Understand what the numerator and denominator represent.
Understand that when a fraction is equivalent to a whole, the numerator and denominator are the same.
Use part/part/whole models to partition the whole into fractional parts.
Use a number line to represent fractions beyond one whole.
Divide a number line into specific fractions.
Explore fractions in different representations.
Use manipulatives and diagrams to show that a fraction can be split into wholes and parts.
Explore fractions greater than one on a number line.
Make connections between improper and mixed numbers.
Use cubes and bar models to represent fractions greater than a whole.

Recognise and show, using diagrams, equivalent fractions with small denominators.
Recognise and show, using diagrams, families of common equivalent fractions.
Use Cuisenaire or number rods to investigate and record equivalent fractions.
Explore equivalent fractions through bar models.
Explore equivalent fractions in pairs and can start to spot patterns.
Use Cuisenaire rods and paper strips alongside number lines to deepen their understanding of equivalent fractions.
Use proportional reasoning to link pictorial images with abstract methods to find equivalent fractions.
Use links between equivalent fractions to find missing numerators and denominators.
Use strip diagrams to investigate and record equivalent fractions.
Use proportional reasoning to find equivalent fractions.

Compare and order unit fractions, and fractions with the same denominators.
Compare unit fractions or fractions with the same denominator.
Order unit fractions and fractions with the same denominator.
Use bar models and number lines to order the fractions and write them in ascending and descending order.

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
Find a unit fraction of an amount by dividing an amount into equal groups.
Understand that the denominator of the fraction tells us how many equal parts the whole will be
divided into.
Understand that the numerator tells them how many parts of the whole there are.

Solve problems that involve all of the above.
Solve problems in various contexts.

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.
Use their knowledge of finding unit fractions of a quantity, to find non-unit fractions of a quantity.
Solve more complex problems for fractions of a quantity.

Add and subtract fractions with the same denominator within one whole.
Add and subtract fractions with the same denominator.
Use practical equipment and pictorial representations to add two or more fractions with the same denominator where the total is less than 1
Understand that we only add the numerators and the denominators stay the same.
Use practical equipment and pictorial representations to subtract fractions with the same denominator within one whole.
Understand that we only subtract the numerators and the denominators stay the same.
Use practical equipment and pictorial representations to add two or more fractions.
Record their answers as an improper fraction when the total is more than 1.
Use practical equipment and pictorial representations to subtract fractions with the same denominator.
Use practical equipment and pictorial representations to subtract fractions.
Subtract fractions from a whole amount.
Understand how many equal parts are equivalent to a whole.

A	Science

SPRING: INDIA

Programme of Study

Sound: (Y4 Physics)

Identify how sounds are made, associating some of them with something vibrating.
- Understand that sounds travel from a source.
- Understand that sounds are created by vibrations.
- (WD) Understand that sounds travel as waves.

Recognise that vibrations from sounds travel through a medium to the ear.
- Understand that vibrations of a sound must travel through a medium (e.g. the air or water) before reaching our ears.
- Understand that our ears convert these vibrations into a sound.
- Discuss how different media alter the way a sound travels.

Find patterns between the pitch of a sound and the features of the object that produced it.
- Can describe a sound as being high or low.
- Can recognise that more quickly vibrating objects create a higher pitched sound and slower vibrating objects create a lower sound.
- Can alter the pitch produced by an object by making it vibrate at a different speed.

Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Can describe a sound as being loud or quiet.
- Can recognise that larger vibrations cause a louder sound and that smaller vibrations cause a quieter sound.
- Can alter the volume produced by an object by making it vibrate harder.

Recognise that sounds get fainter as the distance from the sound source increases.
- Can describe sounds as faint or clear.
- Can recognise that sounds become fainter the further they have to travel from their sources.
- Recognise that the vibrations become weaker the further through a media they travel.
- Discuss how the media a sound is travelling through impacts the distance it can travel.

Key Vocabulary

- vibrate	- sound waves	- features	- loud/quiet
- vibrations	- medium	- media	- high/low
- faint/clear	- convert	- pitch	- volume

Light: (Y3 Physics)

Why do we see shadows only when there is light?

Recognise that they need light in order to see things and that dark is the absence of light.
- Can describe an environment as dark or light.
- Recognise that things are generally harder to see in darker environments.
- Associate the darkness of an environment with the absence of light.
- Discuss how light travels from a source.

Notice that light is reflected from surfaces.
- Recognise that light from a source can be reflected from an object.
- Can identify objects which are particularly reflective.
- Can associate the reflectiveness of an object to the material it is made from.

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that the sun is a particularly powerful light source.
- Understand that the sun can damage our eyes.
- Recognise that we can protect our eyes by partially blocking the light.
- Identify other potentially dangerous light sources.

Recognise that shadows are formed when the light from a source is blocked by a solid object
- Recognise that dark is the absence of light.
- Recognise that some objects prevent light from travelling through them and that this will cause a shadow.
- Discuss how translucent objects allow some light to pass.

Find patterns in the way that the size of shadows change.
- Recognise that shadows are formed when the light from a light source is blocked by an object.
- Recognise that the size of a shadow can change relative to the shadow-causing object's position to the light source.
- Begin to discuss why shadows are a similar shape to the object that cast them.

Key Vocabulary

- absence	- reflect	- translucent
- environment	- partially	- relative
- source	- shadow	

Working Scientifically

Investig'n:		Plan - Ask relevant questions and use different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests.	Do - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Record - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	Review - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Use straightforward scientific evidence to answer questions or to support their findings.
Reflections	Grouping & classifying	**Investigation Type:** Plan an investigation involving grouping and classifying with support.	**Observing:** Begin to make systematic and careful observations (grouping and classifying).	**Presenting:** Record findings, drawings and labelled diagrams.	**Reporting:** Report and discuss findings orally.
Pitch and vibration	Pattern seeking	**Investigation Type:** Understand that we can use different types of enquiry to answer questions. **Investigation Type:** Plan an investigation involving noticing patterns with support.		**Discussing:** Record and discuss findings using scientific language.	**Reporting:** Report and discuss findings orally. **Evaluating:** Recognise when and why an investigation has gone wrong.

A	Geography: INDIA & THE WATER CYCLE		
	Key Lines of Geographical Enquiry: Where is India and what is it like? What is the Water Cycle?		
SPRING: INDIA	**Locational Knowledge:** • **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	**Physical Geography:** • **Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**	**Geographical Skills:** • **Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage** • **Use simple compass directions and locational and directional language.** • **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**
	• Name and locate Asia, India, Delhi and other main Indian cities. • Identify and locate the River Ganges, the Himalayas, the Northern Plains, Indian Desert, Coastal Plains and Islands. • Identify and locate the Equator, Southern and Northern Hemispheres, Tropics of Cancer and Capricorn. • Identify the latitudes and longitudes relevant to India. • Identify which time zone India is in.	• Describe and understand the key aspects of the water cycle. • Know that water is never created or destroyed. • Know the different stages of the water cycle: evaporation, transpiration, condensation, precipitation, run-off.	Use maps, atlases, globes and digital/computer mapping to locate Asia, India, Delhi, River Ganges, Himalayas, and other geographical features of India.

A	Design & Technology	Art & Design
SPRING: INDIA	**Textiles: Sewing: How many different ways can you stitch 2 pieces of fabric together?** • Identify the purpose and function of different types of bag. • Indicate the design features of their products that will appeal to intended users. • Use annotated sketches and exploded diagrams to communicate their bag design. • Evaluate products and identify criteria that can be used for their own designs. • Create a paper pattern/template of their bag design. • Select and use an increasing range of tools to cut, shape and join materials and components. • Cut out pattern pieces. • Attach pattern pieces using a range of stitches. • Follow procedures for safety and hygiene. • Investigate and analyse different types of bag. • Evaluate their product identifying strengths and areas for development against the original specifications. • Compare and contrast the similarities and differences between different types of bags. • Thread a needle with a knotted thread. • Explain that some joining techniques are stronger/weaker than others. • Recall that fabric can be joined in temporary and permanent ways. • Investigate different sewing stitches.	**Gujarati Patchwork: Mixed Media & Textiles** • Make drawings in a sketchbook of patterns, observations and images adding notes for planning. • Draw a simple picture to represent a plan. • Transfer the main shapes to a paper pattern. • Create pattern and texture using a variety of media, including textiles. • Create an individual interpretation of part of a pattern. • Use a range of stitches to attach objects on to a surface. • Create a largescale patchwork wall-hanging from individual fabric patches. • Explain the meaning of the following formal elements: line, shape, pattern, texture and colour. • Express and share an opinion about the artwork. • Think about why the work was made, as well as how. • Make suggestions about other people's work, using things you have seen or experienced yourself. • Recall that Gujart is an area in India. • Recall that Gujarati textile wall-hangings are patchworks of colourful and highly decorative textiles originating in Gujart. • Recall that patchwork a form of needlework that involves sewing together pieces of fabric into a larger design.
	Modern Foreign Languages	**Computing**
	I Can / Fruits • Listen to ten popular verbs in French and know what they mean in English. • Read out loud, ten popular verbs with good pronunciation • Say, read and write from memory a few/some/all ten popular verbs with good pronunciation. • Use "je peux" followed by some/all of the 10 popular verbs in both spoken and written work. • Say at least 5 fruits (including the correct article) with accurate pronunciation. • Say I like/I do not like at least one fruit. • Ask somebody what fruit they like using the question "Est-ce que tu aimes..?" • Understand the first person singular of high frequency verbs. • Understand how to use the negative.	***CREATING MEDIA: Stop Frame Animation:*** INFORMATION TECHNOLOGY: • 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 ***CREATING MEDIA: Audio Editing:*** INFORMATION TECHNOLOGY: • Identify that sound can be digitally recorded. • Use a digital device to record sound. • Explain that a digital recording is stored as a file. • Explain that audio can be changed through editing. • Show that different types of audio can be combined and played together. • Evaluate editing choices made

A	Music	RHSE
SPRING: INDIA	**Composing a Melody: Indian Classical Music/Sahela Re/Kishori Amonka** • Listen to and copy back three-note melodic patterns from notation. • Recall that there are two types of Indian Classical Music: Hindustani (North India) and Carnatic (South India). • Recall that the roots of Indian classical music are found in the literature of Hinduism. • Recall that the space between the notes is often more important than the notes themselves. • Talk about how Indian classical music makes you feel. • Follow a leader/conductor. • Sing as part of an ensemble listening attentively to each other. • Explain the importance of vocal warm-ups. • Sing expressively, with attention to breathing and phrasing. • Play and perform an instrumental part by ear or from standard notation and as part of a song (Glockenspiel). • Rehearse and perform a part within the context of a song. • Create melodic patterns using rhythmic combinations. • Begin to create musical ideas using given notes. • Improvise with awareness of the style of music and the metre. • Create and explain a simple melody with a musical shape using two, three, four or five notes. • Create a four or six-bar melody using the notes starting and ending the melody on the same note. • Use simple rhythmic combinations of minims, crotchets, paired quavers and rests. • Include some simple dynamics - piano and forte. • Keep a record of the composition to play it again. • Internalise, keep and move in time with a steady beat in 3/4 time. • Explain the difference between a crotchet and a minim. • Read and write the notation for a sharp or flat note. • Read and write the notation for piano and forte. • Identify if a song is major or minor.	**Essential Skills: Aiming High:** • Work with pride when being successful. • Work with a positive approach to new challenges. **Essential Skills: Staying Positive:** • Keep trying and stay positive when something goes wrong. • Keep trying when something goes wrong and think about what happened. **Health: Healthy Eating** • Know what constitutes a healthy diet (including understanding calories and other nutritional content). • Know the principles of planning and preparing a range of healthy meals. • Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Religious Education

Brahman: *What do Hindus believe God is like?*

- Identify some Hindu deities and say how they help Hindus describe God
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Offer informed suggestions about what Hindu murtis express about God
- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)
- Identify some different ways in which Hindus worship
- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

Dharma: *What does it mean to be Hindu in Britain today?*

- Describe how Hindus show their faith within their families in Britain today (e.g. home puja)
- Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean
- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)
- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

A	Physical Education			
SPRING: INDIA	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Football: Running / Striking with a body part • Recall the basic rules and aims (inc corners, goal kicks, throw ins and fouls) • Dribbling with close control using both feet • Pass the ball by judging distance and angle • Receive a ball with control • Strike the ball harder to shoot at goal • Tackle opposition by timing kicking ball away • Use the above in combination (e.g. dribble and pass) • Find spaces when playing as part of a team • Intercept balls travelling between opposition **Netball/Basketball: Running / Catching / Throwing / Striking with a body part** • Recall the basic rules and aims (including dribbling and footwork) • Pass the ball accurately using different types of passes (e.g. chest, bounce and shoulder) • Catch the ball by adjusting body position where needed • Use an appropriate technique for shooting (e.g. long arm in netball) • Begin to develop sport-specific techniques such as dribbling the ball using both hands in basketball. • Intercept the ball, avoiding contact with opposition **Dance:** • Copy more complex body movements • Copy increasingly complex dance sequences with changes in speed direction • Memorise basic dance sequences • Choreograph group and singular routines • Improvise to create dance individually or with a partner • Develop rhythm and spatial awareness • Compare and evaluate routines using appropriate vocabulary	• Recall the aim of a range of specific recognised sports • Begin to recall and follow the formal rules of some recognised sports • Use increasingly complex tactics to attack in simple games (e.g.one-two passing in football or netball/basketball) • Use increasingly complex tactics to defend in simple games (e.g. interceptions in netball) • Use understanding of recognised sports' aims and rules to adjust the way they play the game (e.g. in football, making decision with the aim of either creating or preventing a goal) • Recognise that some tactics for defending will depend on the opposition's tactics for attacking • Adjust tactics for defending depending on opposition's tactics for attacking and vice versa • Work effectively as part of a team, recognising the importance of different roles/positions	• Recognise when an increasingly wide range of skills have been executed effectively • Recall the technique points for an increasingly wide range of skills • Recognise and begin to be able explain why the execution of a skill was effective or not • Recognise and begin to be able explain why the performance in a game was effective or not • Begin to analyse the finer details in the execution of a skill	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **respect** for teammates, opposition, and officials ○ demonstrate **honesty** ○ demonstrate **teamwork**

Brown Clee C.E. Primary School

SUMMER TERM A:

ANCIENT EGYPT

ENGLISH (Lower KS2)

A

SUMMER: ANCIENT EGYPT

Class Text: THE RAILWAY CHILDREN by E. Nesbit (Classic from British Heritage)

On-going objectives

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- using dictionaries to check the meaning of words that they have read.
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- identifying themes and conventions in a wide range of books.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and
- imagination
- recognising some different forms of poetry [for example, free verse, narrative, poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding of a text.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- identifying main ideas drawn from more than one paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

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.

Writing Composition

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 sentences orally (including dialogue), progressively
- building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

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.

Narrative Genres

(3.) Myths: Egyptian Mythology

(a.) Sentences (4) - Recap and link together

- using conjunctions, adverbs and prepositions to express time and cause
- develop their understanding of the concepts set out in English Appendix 2 by: "Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]", clause, subordinate clause,

(b.) Speech using inverted commas

- using and punctuating direct speech
- develop their understanding of the concepts set out in English Appendix 2 by: "Introduction to inverted commas to punctuate direct speech", "Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]"

Non-Fiction Genres

(4.) Non-chronological reports: Howard Carter's Discovered Tomb

(a.) Plural possessive apostrophe

- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- indicating possession by using the possessive apostrophe with plural nouns
- develop their understanding of the concepts set out in English appendix 2:

"Apostrophes to mark plural possession [for example, the girl's name, the girls' names]"

(2.) Instructional text: How to Mummify a body

(a.) Verbs (3) – recap with detailed focus on tenses (inc present perfect)

- sentences with different forms: statement, question, exclamation, command
- develop their understanding of the concepts set out in English appendix 2: "How the grammatical patterns in a sentence indicate its function as
- a statement, question, exclamation or command", full stop, question mark, exclamation mark, statement, question, command, exclamation
- learning how to use both familiar and new punctuation correctly: including full stops, exclamation marks and question marks

(b.) Clauses (3) - Recap and link together

- using conjunctions, adverbs and prepositions to express time and cause
- develop their understanding of the concepts set out in English Appendix 2 by: "Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]", clause, subordinate clause,

Poetry Genres

(1.) Shape Poems: The Pyramids

(a.) Recap learning from last term: noun phrases, nouns, adjectives, prepositional phrases, verbs, adverbials, commas for lists, sentences, clause (main/subordinate), paragraphs

(b.) Nouns/pronouns (3) – Recap and link together

- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- develop their understanding of the concepts set out in English appendix 2: "Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)", "Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition", "Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]", determiner, consonant, consonant letter, vowel, vowel letter, preposition

S&L / Drama

End-of-year KS2 performance:

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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Spellings

Use further prefixes and suffixes and understand how to add them (English Appendix 1).

Spell further homophones.

Spell words that are often misspelt (English Appendix 1).

Place the possessive apostrophe accurately in words with regular plurals [forexample, girls', boys'] and in words with irregular plurals [for example, children's].

Use the first two or three 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.

Spoken Language

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates.

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Maths – Summer Term WRM Y3 Objectives **WRM Y4 Objectives** Balance Y3 Objectives Balance Y4 Objectives

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Decimals (incl money)			Measurement: Time		Statistics		Geometry: Properties of Shapes / Position & Direction				
Recognise and write decimal equivalents of any number of tenths or hundredths. Make a whole from any number of tenths and hundredths. Use place value counters and a place value grid to make numbers with up to two decimal places. Read and write numbers with decimals and understand the value of each digit. Partition numbers with decimals in different ways. **Compare numbers with the same number of decimal places up to two decimal places.** Compare numbers with decimals with up to two decimal places. Order numbers with decimals with up to two decimal places. **Round decimals with one decimal place to the nearest whole number.** Round numbers with 1 decimal place to the nearest whole number. **Recognise and write decimal equivalents to 1/4, 1/2, ¾.** Write 1/2, ¼ and ¾ as decimals. Write fractions as hundredths and then write the fractions as halves or quarters. Recognise the value of money. **Estimate, compare and calculate different measures, including money in pounds and pence.** Know the value of each coin and note and understand what these values represent. Understand that money can be represented in different ways but still have the same value. Convert between pounds and pence using the knowledge that £1 is 100 pence. Use models, such as the part-whole model, to recognise the total of an amount being partitioned in pounds and pence. Use their knowledge of £1 = 100 p to compare amounts. Order amounts represented in the same format. Order amounts represented in different formats. Estimate the total of two amounts. Estimate the total of more than two amounts. Link overestimating and underestimating to rounding. **Round decimals with one decimal place to the nearest whole number.** Round amounts of money written in decimal notation to the nearest pound. Add and subtract amounts of money to give change, using both £ and p in practical contexts. Add coin values together to find the total amount. Add two amounts of money using pictorial representations to support them. Use different methods to subtract money. Use a number line and a part-whole model to subtract to find change. **Solve simple measure and money problems involving fractions and decimals to two decimal places.** Solve simple problems with money, involving all four operations.			Know the number of seconds in a minute and the number of days in each month, year and leap year. **Convert between different units of measure [for example, kilometre to metre; hour to minute]** Know how a leap year is different from a non-leap year. Know the number of days in each month. Know the number of hours in a day. Understand the terms 'noon', 'midday', 'midnight'. Know how many months in a year. Know the difference between a school week and a calendar week. Know the difference between day-time and day. Recap the number of minutes in an hour. Recap the number of seconds in a minute. Convert between different units of time (s/m/h). Recap the concept of a year, month, week and day. Convert between different units of time (d/w/m/y). Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Tell the time to the nearest 5 minutes on an analogue clock. Recognise and use Roman numerals on a clock face. Tell time to the nearest minute using an analogue clock. 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, a.m./p.m., morning, afternoon, noon and midnight. **Read, write and convert time between analogue and digital 12- and 24-hour clocks.** Use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day. Tell the time on a 24-hour digital clock. Convert between analogue and digital times using a format up to 12 hours. Use a.m. and p.m. to distinguish between times in the morning and afternoon. Understand that how many minutes past the hour determines the digital time. Convert between analogue and digital times using a 24 hour clock. Compare durations of events [for example to calculate the time taken by particular events or tasks]. Find the durations of events using both analogue and digital clocks. Compare durations of time using analogue and digital clocks. Find start and end times to the nearest minute using both analogue and digital times. Measure and compare durations of time in seconds. Recognise that there are 60 seconds in one minute. Write durations of time in different ways.		Interpret and present data using bar charts, pictograms and tables. **Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.** Read and interpret information in order to answer questions about the data. Understand the value of each symbol used and what it means when half a symbol is used. Construct pictograms and choose an appropriate key. Interpret information in pictograms and tally charts in order to construct bar charts. Interpret information from bar charts and answer questions relating to the data. Read and interpret bar charts with scales of 1, 2, 5 and 10. Decide which scale will be the most appropriate when drawing their own bar charts. Decide which scale will be the most appropriate when drawing their own bar charts. Gather their own data using tally charts and then present the information in a bar chart. Solve comparison, sum and difference problems using discrete data with a range of scales. Use addition and subtraction to answer questions accurately. Ask their own questions about the data in pictograms, bar charts 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. **Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.** Interpret information from tables to answer one and two-step problems. Use their knowledge of scales to read a time graph accurately. Create their own graphs to represent continuous data. Understand that continuous data can be measured (for example time, temperature and height) but as values are changing all the time, the values we read off between actual measurements are only estimates. Solve comparison, sum and difference problems using continuous data with a range of scales.					
							Recognise angles as a property of shape or a description of a turn. Recognise angles as a measure of a turn. Practice making 1/2, 1/4, ¾ and whole turns from different starting points in both clockwise and anti-clockwise directions in practical contexts. Listen to/follow instructions and also give instructions using the correct mathematical language in different contexts. Understand that an angle is created when 2 straight lines meet at a point. 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 are greater than or less than a right angle. **Identify acute and obtuse angles and compare and order angles up to two right angles by size.** Recognise that a right angle is a quarter turn, 2 right angles make a half-turn, 3 right angles make three-quarters of a turn and 4 right angles make a complete turn. Identify whether an angle is greater than or less than a right angle in shapes and turns, by measuring, comparing and reasoning in practical contexts. Use the words 'acute' and 'obtuse' as a way of describing angles. Develop their understanding of obtuse and acute angles by comparing with a right angle. Use an angle tester to check whether angles are larger or smaller than a right angle. Know that an acute angle is more than 0 degrees and less than 90 degrees, a right angle is exactly 90 degrees and an obtuse angle is more than 90 degrees but less than 180 degrees. Compare and order angles in ascending and descending order. Identify and order angles in different representations including in shapes and on a grid. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Identify lines of symmetry in 2D shapes presented in different orientations.** Measure and draw straight lines accurately in centimetres and millimetres. Round measurements to the nearest centimetre. Identify and find horizontal and vertical lines in a range of contexts. Identify horizontal and vertical lines of symmetry in shapes and symbols. Identify and find parallel and perpendicular lines in a range of practical contexts. Use the arrow notation to represent parallel lines and the right angle notation for perpendicular lines. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3D shapes in different orientations and describe them. **Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.** Recognise, describe and draw 2-D shapes accurately. Use properties including types of angles, lines, symmetry and lengths of sides to describe the shape. Recall what a polygon is. Classify triangles for the first time using the names 'isosceles', 'scalene' and 'equilateral'. Name quadrilaterals including a square, rectangle, rhombus, parallelogram and trapezium. Describe their properties and highlight the similarities and differences between different quadrilaterals. Draw quadrilaterals accurately using knowledge of their properties. Recognise and describe 3-D shapes in different orientations. Use properties including the number of faces, edges and vertices to describe the shape. Make 3-D shapes (cubes, cuboids, prisms, cylinders, pyramids, cones, spheres) using construction materials. Use correct mathematical language to describe the shapes they have made (edges, faces, vertices, curved surfaces). **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.** Find and identify lines of symmetry within 2-D shapes. Use their knowledge of symmetry to complete 2-D shapes and patterns. **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.** **Plot specified points and draw sides to complete a given polygon.** Describe positions in the first quadrant. Read, write and use pairs of coordinates. Plot given points on a 2-D grid. Move shapes and points on a coordinate grid following specific directions using language such as: left/right and up/down. Use their understanding of coordinates when translating by starting with the left/right translation followed by up/down. Describe the movement of shapes and points on a coordinate grid using specific language such as: left/right and up/down.				**Consolidation**

A	Science

SUMMER: ANCIENT EGYPT

Programme of Study

Animals including humans : (**Y3&4 Biology)**

- What are some of the similarities between humans and some animals?

(Y3) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get it from what they eat.
- Recognise that animals cannot make their own food and that they get nutrition from what they eat.
- Understand that different types of food contain different nutritional values.
- Understand that animals including humans need the right types and amounts of nutrition.
- Discuss the implications of not having enough of the right type or amount of nutrition.

(Y3) Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Recognise that humans and some animals have skeletons and muscles for support, protection and movement.
- Explain how a skeleton helps support an animal.
- Explain how muscles allow movement.

(Y4) Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the basic parts of the human digestive system.
- Understand that digestion occurs in a sequence.
- Describe the function of the basic parts of the digestive system.
- Begin to discuss the function of more complex parts of the digestive system.
- Recognise the similarities and differences in digestive systems of different animals.

(Y4) Identify the different types of teeth in humans and their simple function.
- Recognise that teeth are used to break up food.
- Identify the different types of teeth in humans.
- Recognise that the features of the different types of teeth in humans alters their function.
- Begin to compare the teeth of different animals and associate these with their potential diets.

(Y4) Construct and interpret a variety of food chains, identifying produces, predators and prey.
- Recognise that organisms are dependent on one another.
- Give examples of food chains.
- Identify producers, prey and predators within a food chain.
- Begin to discuss how multiple food chains can be linked creating a food web.

Key Vocabulary

- skeleton	- nutritional value	- digestion	- function	- incisors	- producers	- organisms
- nutrition	- muscles	- digestive system	- molars	- canines	- predators	- dependent
	- support/protection/movement	- sequence	- pre-molars	- food chain	- prey	- food web

Working Scientifically

Investigation:		**Plan** - Ask relevant questions and use different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests.	**Do** - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	**Record** - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	**Review** - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Use straightforward scientific evidence to answer questions or to support their findings.
Teeth	**Changes over time**	**Investigation Type:** Plan an investigation involving changes over time with support.	**Observing:** Begin to make systematic and careful observations (changes over time).		**Concluding:** Using summary of data to draw conclusions about an investigation (What does this investigation show?). **Further Questioning:** Raise further questions based on conclusions. **Evidence** Justify conclusions by using scientific evidence/findings.
Predators, Prey and Producers	**Secondary sources (grouping and classifying)**		**Using Equipment:** Use secondary sources to find information.	**Presenting:** Record findings using keys. **Discussing:** Recognise which presentation of data is most appropriate.	**Evaluating:** Recognise where secondary sources are needed.

A

SUMMER: ANCIENT EGYPT

History: Achievements of Ancient Egypt: an in depth study.

Key Lines of Historical Enquiry: What made the achievements of the ancient Egyptians so great?

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** **Know and understand the achievements and follies of man.**	• **Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** • **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**
• Place the start (3150BC) and end (30BC) dates of the Ancient Egyptian civilisation on a timeline. • Use a timeline to order key events from Ancient Egyptian times: Unification of upper & lower Egypt by King Narmer (Menes); first pyramids; dates of Old, Middle and New Kingdoms; rules of Queen Hatshepsut, Tutankhamun, King Rameses II; dates of invasions by Assyrians, Persians & Alexander the Great; Cleopatra's rule; Roman Invasion.	• Explain why a civilisation developed along the Nile River in northeast Africa. • Explain the importance of farming for the Ancient Egyptians, and identify techniques they used. • Describe the social hierarchy of Ancient Egypt; pharoah, vizier, priests/nobles, scribes/soldiers, craftsmen, farmers/slaves. • Recall that Pharaoh was the supreme leader of the government and also of the religion. • Identify and describe the religious beliefs of Ancient Egypt (polytheistic) including the link to government and significance of the pyramids.	**Continuity and Change** • Explain what is meant in history by continuity and change. • Describe how the Egyptian civilisation changed over time and why. **Similarity & Difference** • Compare/contrast ancient Egypt with the Classic Mayans. **Historical Significance.** • Explain what is meant by historical significance. • Recall that the ancient Egyptians excelled at agriculture, mathematics, shipbuilding, construction, hieroglyphs and medicine and explain how this influenced the modern world. • Ask historically-valid questions. • Create own structured, written narrative around the Key Enquiry.	• Describe the difference between first hand and second hand evidence. • Identify sources of first hand evidence for ancient Egypt: archaeological remains, hieroglyphs, letters, tombs, artefacts • Identify sources of second hand evidence for ancient Egypt: books, internet, historical reports.	• BC (Before Christ), AD (After Christ), chronological order, era, period, • Civilisation, settlement, kingdom, social hierarchy, government, rule, trade, agriculture, belief, gods/goddesses.

Geography: Egypt and Rivers

Key Lines of Geographical Enquiry: Where is Egypt and what is it like? What are the key features of rivers?

Locational Knowledge:	Physical Geography:	Geographical Skills:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	• **Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight points of a compass, four and six-figure grid references, symbols and key** • **(including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.**
• Name and locate Africa, Egypt, Cairo, Alexandria and other key Egyptian locations. • Identify and locate the River Nile, Sahara desert, Sinai Peninsula, Western Desert, Eastern Desert, Great Pyramids, Nile Delta, Aswan Dam. • Understand that the Nile Valley and Delta are the only real cultivable areas. • Identify and locate the Equator, Southern and Northern Hemispheres, Tropics of Cancer and Capricorn. • Identify the latitudes and longitudes relevant to Egypt. • Identify which time zone Egypt is in.	• Understand what a river is. • Know that water flows downwards to the sea. • Identify and name the key features of a river: source, tributary, sea, channel, mouth, flow, ocean, lake, stream, reservoir • Understand that human activity affects and is influenced by rivers. • Understand how a river can change.	• Use maps, atlases, globes and digital/computer mapping to locate: Africa, Egypt, Cairo, Alexandria, River Nile, Sahara desert, Sinai Peninsula, Western Desert, Eastern Desert, Great Pyramids, Nile Delta, Aswan Dam.

A	Design & Technology	Art & Design
SUMMER: ANCIENT EGYPT	**Mechanisms: Levers and Linkages:** **What mechanisms can you use to make an irrigation machine based on a shaduf?** • 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. • Use research to develop design criteria that are fit for purpose. • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Use a hack saw and bench hook safely. Insert paper fasteners for card linkages. • Select from and use finishing techniques suitable for the product they are creating. • Follow procedures for safety and hygiene. • Investigate and analyse products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. • Explain how levers and linkages work. • Distinguish between fixed and loose pivots. • Vary the position of the pivot point to lift a load using a lever. • Recall and use technical vocabulary relevant to the project.	**Canopic Jars: 3D Modelling - Clay** • Talk about and explore a range of modelling materials using different techniques, including coils, slip and impress. • Roll and shape playdough/plasticene to produce a coil pot. • Sketch models and make notes to support modelling. • Explore colour mixing skills with different ranges and combinations. • Roll and shape clay to produce a coil pot. • Shape and join clay to make a thumb pot using slip and impress prints. • Attach additional features to a face or head using the cross-hatching technique to achieve a good bond. • Use a variety of tools to add additional detail and decoration while the clay is still wet. • Apply appropriate paint with detail to dry clay. • Explain how they would change or improve their work. • Take photos of work made to record in sketch book with written feedback notes. • Describe the shapes and decorative styles used by the Ancient Egyptians on canopic jars. • Identify the appropriate colours and designs used to decorate canopic jars.
	Modern Foreign Languages	**Computing**
	Presenting Myself / Family • Listen to, read, recognise, say and write numbers 1-100. • Read, write, say and recognise numbers 10-20 with good pronunciation. • Ask somebody their name and say my name and age in reply. • Say hello and goodbye and then ask how somebody else is feeling and answer in return how I am feeling. • Ask somebody where they live and answer back where I live. • Say if I am French or English. • Recognise, say and write the nouns for key family members in French. • Tell somebody in French the members and names of members in my family. • Understand what gender and agreement mean in French. • Understand the first person singular of high frequency verbs. • Understand the concept of adjectivial agreement. • Understand the use of possessive adjectives with a focus only on 'my'.	***PROGRAMMING: Sequencing Sounds*** COMPUTER SCIENCE: • Explore a new programming environment. • 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. • Create a project from a task description. ***PROGRAMMING: Events and actions in programs*** COMPUTER SCIENCE: • Explain how a sprite moves in an existing project. • Create a program to move a sprite in four directions. • Adapt a program to a new context. • Develop my program by adding features. • Identify and fix bugs in a program. • Design and create a maze-based challenge.

A	Music	RHSE
SUMMER: ANCIENT EGYPT	**Musical Special Effects**: **Disco/Chic/Le Freak** • Listen to the melodic patterns and create a simple melodic answer. • Recognise the sound and notes of the pentatonic scale by ear and from notation. • Recall that disco is a style of dance music that developed in America in the 1970s. • Identify the sound of a synthesizer. • Analyse, explore and research disco's musical concepts and style. • Move imaginatively to different pieces of disco music. • Talk about how disco music makes you feel. • Copy back melodic patterns using voices (sol-fa option in settings). • Understand the meaning of the song. • Start to have a go at singing solo parts. • Sing 'on pitch' and 'in time'. • Play any one, or all four, differentiated parts on a tuned instrument – a onenote, simple or medium part or the melody of a song from notation (Recorder). • Treat instruments carefully and with respect. • Introduce and perform with an understanding of what the song is about. • Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets and quavers. • Improvise over a simple chord progression/groove. • Structure musical ideas (eg using echo or question and answer phrases) to create music that has a beginning, middle and end. • Compose in response to different stimuli, eg stories, verse, images (paintings and photographs) and musical sources. • Use a pentatonic scale. • Talk about their ideas and revise them in response to feedback. • Internalise, keep and move in time with a steady beat in 2/4 time. • Explain the timing of a dotted crotchet and semiquaver. • Read and write the notation for legato and staccato.	**Essential Skills: Leadership:** • Work with pride when being successful. • Work with a positive approach to new challenges. **Essential Skills: Creativity:** • Keep trying and stay positive when something goes wrong. • Keep trying when something goes wrong and think about what happened. **Health: Health & Prevention** • Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • Know the facts and science relating to allergies, immunisation and vaccination.

Religious Education

People of God: *What is it like for someone to follow God?*

Make sense of belief:
- Make clear links between the story of Noah and the idea of covenant

Understand the impact:
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony

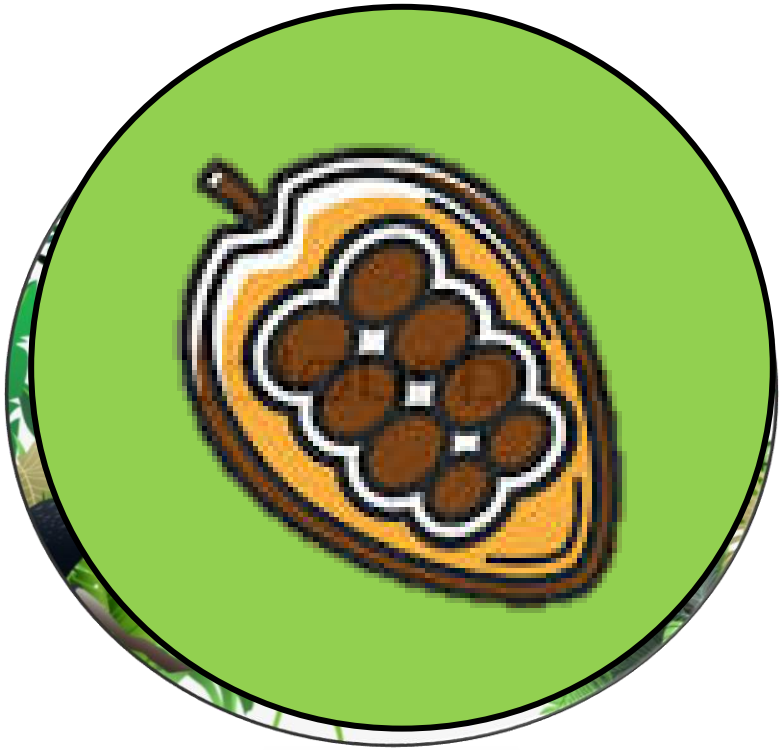
Make connections:
- Make links between the story of Noah and how we live in school and the wider world.

A	Physical Education			
SUMMER: ANCIENT EGYPT	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Badminton/Tennis: Running / Striking with an object • Recall the basic rules and aims (court markings and scoring) • Hold a racquet in an appropriate grip (adjust swing depending on sport) • Rotate racquet's orientation with ease • Balance an object on racquet, using an appropriate grip • Have the correct stance before receiving a ball • Strike an object moving towards receiver using an appropriate technique • Move quickly and carefully around the court. **Cricket/Rounders: Catching / Throwing / Striking with an object** • Recall the basic rules and aims (inc throwing ball being quicker than running with it) • Hold a bat in the correct way • Strike a ball moving towards receiver • Remain focussed and communicate when fielding • Catch and throw a ball accurately • Begin to make decisions about whether to run or not, clearly communicate this with teammates. **Athletics: Running / Throwing / Jumping** • Run short and long distances, demonstrating appropriate technique, and pacing for each • Jump for height and distance, demonstrating appropriate developing technique for each • Run and jump in combination (e.g. hurdling) • Throw different-sized object, demonstrating appropriate technique for each • Take part in circular relays ***See P.E. Curriculum Overview for more specific information on fundamental movement skills.***	• Recall the aim of a range of specific recognised sports • Begin to recall and follow the formal rules of some recognised sports • Use increasingly complex tactics to attack in simple games (e.g.one-two passing in football or netball/basketball) • Use increasingly complex tactics to defend in simple games (e.g. interceptions in netball) • Use understanding of recognised sports' aims and rules to adjust the way they play the game (e.g. in football, making decision with the aim of either creating or preventing a goal) • Recognise that some tactics for defending will depend on the opposition's tactics for attacking • Adjust tactics for defending depending on opposition's tactics for attacking and vice versa • Work effectively as part of a team, recognising the importance of different roles/positions	• Recognise when an increasingly wide range of skills have been executed effectively • Recall the technique points for an increasingly wide range of skills • Recognise and begin to be able explain why the execution of a skill was effective or not • Recognise and begin to be able explain why the performance in a game was effective or not • Begin to analyse the finer details in the execution of a skill	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **respect** for teammates, opposition, and officials ○ demonstrate **honesty** ○ demonstrate **teamwork**

Brown Clee C.E. Primary School

AUTUMN TERM B:

THE RAINFOREST



B	ENGLISH					
		On-going objectives	**Narrative Genres**	**Non-Fiction Genres**	**Poetry Genres**	**S&L / Drama**
AUTUMN: THE RAINFOREST	**Class Text: THE RAILWAY CHILDREN by E. Nesbit** (Classic from British Heritage)	**Word Reading** Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Reading Comprehension** Develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading books that are structured in different ways and reading for a range of purposes. • using dictionaries to check the meaning of words that they have read. • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • identifying themes and conventions in a wide range of books. • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and • imagination • recognising some different forms of poetry [for example, free verse, narrative, poetry] Understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • asking questions to improve their understanding of a text. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated and implied. • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. 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. **Writing Composition** 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 sentences orally (including dialogue), progressively • building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 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.	**(1.) Dilemma Story** The Great Kapok Tree by Lynne Cherry (a.) Noun phrases (1) (simple ENPs) - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - develop their understanding of the concepts set out in English appendix 2: "Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)", "Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition", "Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]", determiner, consonant, consonant letter, vowel, vowel letter (b.) Verbs (1) (inc manner adverbs) - develop their understanding of the concepts set out in English Appendix 2 by: "Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]"	**(3.) Discussions**: Deforestation (a.) Main clauses (1) – basics inc conjunctions & Sentences (2) - Recap in context of clauses and pronouns - develop their understanding of the concepts set out in English appendix 2: clause, conjunction - develop their understanding of the concepts set out in English appendix 2: clause, conjunction, pronoun **(4.) Persuasive Letter:** Palm Oil (a.) Pronouns – including possessive pronouns - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - develop their understanding of the concepts set out in English appendix 2: "Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition", pronoun, possessive pronoun	**(2.) Structured Poem** There's a 'rang'tan in my bedroom – Greenpeace (a.) Sentences (1) - Recap very simple sentences (ENP + V) - RECAP KS1 Objectives in context of new learning (b.) Recap Apostrophes for contractions - RECAP KS1 Objectives in context of new learning	**Debate**: Deforestation
			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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. **Spellings** Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones. Spell words that are often misspelt (English Appendix 1). Place the possessive apostrophe accurately in words with regular plurals [forexample, girls', boys'] and in words with irregular plurals [for example, children's]. Use the first two or three 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.			**Spoken Language** Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.

Maths – Autumn Term NC Y3 Objectives **NC Y4 Objectives** Balance Y3 Objectives Balance Y4 Objectives

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Number- Place Value				Number – Addition and Subtraction				Number – Multiplication and Division			

Identify, represent and estimate numbers using different representations.
Identify, represent and estimate numbers using different representations.
Understand that ten 10s make 100 and a hundred ones make 100.
Use concrete representations to represent 3-digit numbers.
Understand that 1,000 is made up of ten 100s.
Use concrete representations to represent 4-digit numbers.

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
Count in multiples of 6, 7, 9, 25 and 1000.
Count objects and numerals in 100s up to 1000.
Count forwards in steps of 50.
Count backwards in steps of 50.
Count in multiples of 1000.
Count in multiples of 25.
Recognise and use the number facts that there are two 25s in 50, and four 25s in 100.

Read and write numbers up to 1000 in numerals and in words.
Identify any number up to 1000.
Write numbers up to 1000.
Read numbers up to 1000.
Use concrete representations to represent 4-digit numbers.

Recognise the place value of each digit in a 3 digit number.
Recognise the place value of each digit in a 4 digit number.
Know that a 3 digit number is made up of 100s, 10s and 1s.
Read 3 digit numbers on a place value grid and write them in numerals.
Use place value counters to represent 3 digit numbers.
Estimate, work out and write 3 digit numbers on a numberline.
Represent numbers up to 9,999 using concrete resources on a place value grid.
Know that a four digit number is made up of 100s, 100s, 10s and 1s.
Partition 4-digit numbers in different ways.
Estimate, label and draw 4 digit numbers on a numberline.
Understand that you can count backwards or forwards, in equal steps, from both sides.

Find 10 or 100 more or less than a given number.
Find 1000 more or less than a given number.
Find 10 more than a given number.
Find 10 less than a given number.
Find 100 more than a given number.
Find 100 less than a given number.
Find 1000 more than a given number.
Find 1000 less than a given number.

Round any number to the nearest 10, 100 or 1000
Round numbers to the nearest 10.
Round numbers to the nearest 100.
Round numbers to the nearest 1000.
Explain the rules of rounding.

Order and compare numbers to 1000.
Order and compare numbers up to 10,000.
Use objects to represent numbers to 1000.
Use comparative language and symbols to determine which number is greatest/smallest.
Compare numbers presented as numerals rather than objects.
Order numbers from smallest to greatest and greatest to smallest and explain reasoning.
Compare 4 digit numbers using comparative language and symbols.
Order numbers up to 10,000 in ascending order.
Order numbers up to 10,000 in descending order.
Find the largest or smallest number from a set.

Count backwards through zero to include negative numbers.
Recognise that there are numbers below 0.
Count back through zero using correct mathematical language.

Solve number problems and practical problems involving these ideas.
Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
Read Roman numerals to 100.
Understand how the numeral system developed over time.
Know that there is no symbol for zero and so no placeholders in the Roman number system.

Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.
Apply prior knowledge of adding and subtracting ones and tens to adding multiples of 100.
Apply prior knowledge of adding and subtracting ones and tens to subtracting multiples of 100.
Add ones to a 3 digit number without an exchange.
Subtract ones from a 3 digit number without an exchange.
Add a multiple of 10 to a 3 digit number.
Subtract a multiple of 10 from a 3 digit number.
Build on knowledge of adding 100s together by adding ones and tens.
Find patterns between calculations.
Add thousands.
Subtract thousands.

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
Add ones to a 3 digit number with exchange.
Add multiples of ten to a 3 digit number with exchange.
Understand that when adding 10s it can change 100s and 10s column.
Use understanding of inverse to work out missing number problems.
Add 2 digit and 3 digit numbers without exchange.
Subtract 2 digit and 3 digit numbers without exchange.
Add 2 digit and 3 numbers with exchange from ones to tens.
Add 2 digit and 3 digit numbers with exchange from tens to hundreds.
Add 2 digit and 3 digit numbers with exchange across all columns.
Add two 3 digit numbers with no exchange.
Add two 3 digit numbers with exchange.
Add two 4 digit numbers with no exchange.
Add two 4 digit numbers with one exchange.
Add two 4 digit numbers with multiple exchanges.
Subtract a 1 digit from a 3 digit number using exchange.
Subtract multiples of 10 from a 3 digit number with exchange.
Use place value to add 2 digit and 3 digit numbers without exchange.
Use place value to subtract 2 digit from 3 digit numbers without exchange.
Use column method to subtract 2 digit from 3 digit numbers.
Use column method to subtract 2 digit from 3 digit numbers.
Understand that there are different methods of subtraction.
Subtract 3 digit from 3 digit numbers using concrete manipulatives and column method.
Use formal column method to subtract two 4 digit numbers with no exchange.
Use formal column method to subtract two 4 digit numbers with one exchange.
Use formal column method to subtract two 4 digit numbers with more than one exchange.
Find most efficient method of subtraction.

Estimate the answer to a calculation and use inverse operations to check answers.
Estimate and use inverse operations to check answers to a calculation.
Check how reasonable answers are using estimation.
Use inverse to check an answer is reasonable.
Use knowledge of rounding to estimate answers.
Use inverse to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Count from 0 in multiples of 4 and 8.
Recall and use multiplication and division facts for multiplication tables up to 12 × 12.
Count in multiples of 6, 7 and 9.
Recap understanding of adding equal groups.
Use knowledge of counting in 3s to multiply by 3.
Divide by 3 by sharing into 3 equal groups.
Recall 3 times table fluently.
Link multiplying by 4 to doubling and doubling again.
Link multiply by 4 to repeated addition and counting in 4s.
Divide by 4 by sharing into 4 equal groups.
Use knowledge of other multiplication tables to recall 4 timestable.
Multiply by 8 using knowledge of 4 timestable.
Divide by 8 by sharing into 8 equal groups.
Use prior knowledge of multiplication facts for 2,3,4,5 timestables along with distributive law to calculate unknown multiplication facts.
Use knowledge of timestable facts to multiply by 6.
Use knowledge of timestable facts to divide by 6.
Use known table facts to be fluent in 6 times table.
Use knowledge of timestable facts to multiply by 9.
Use knowledge of timestable facts to divide by 9.
Use known table facts to be fluent in 9 times table.
Use knowledge of timestable facts to multiply by 7.
Use knowledge of timestable facts to divide by 7.
Count in 7s.
Use knowledge of equal groups to solve multiplication calculations and problems.
Apply the facts from learned timestables to solve calculations with larger numbers.
Build on knowledge of 1,2 and 10 timestables to explore the 11 and 12 timestables through partitioning.
Understand that making a number ten times bigger is the same as 'multiply by 10'.
Build on multiplying by 10 to see links between multiplying by 10 and multiplying by 100.
Divide by 10 with whole numbers.
Divide by 100 with whole numbers.

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.
Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
Multiply by 1.
Multiply by 0.
Divide a number by 1 or itself.
Use knowledge of multiplication and division to compare statements using equality symbols.
Use known multiplication facts to solve multiplication problems.
Use 'Associative Law' to multiply 3 numbers.
Use mental multiplication by exploring different ways to calculate.
Partition 2 digit numbers into tens and ones or factor pairs, in order to multiply 1 and 2 digit numbers.
Know that a factor is a whole number that multiplies by another number to make a product.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objectives.
Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one

B	Science

AUTUMN: THE RAINFOREST

Programme of Study

Living things and their habitats: (Y4 Biology)

Recognise that living things can be grouped in a variety of ways.
- Recognise that living things are varied.
- Give examples of different groups of living things.
- Recognise that living things can be grouped in different ways.
- Recognise that the characteristics of closely related living things are more likely to be similar.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that living things can be grouped in a variety of ways.
- Use classification keys to identify and name a variety of living things.
- Use classification keys to group a variety of living things.
- Create their own basic classification key.

Recognise that environments can change and that this can sometimes pose dangers to living things.
- Identify some basic features of an environment.
- Recognise that these features can change.
- Understand that changes in an environment can sometimes pose danger to living things.
- Begin to discuss extinctions of living things.

Plants: (Y3 Biology)

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Identify different parts of flowering plants.
- Describe the functions of different parts of flowering plants.
- Discuss how different of flowering plants can vary depending on the plant.

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.
- Identify the requirements of plants for life and growth.
- Recognise that all of these requirements are needed for life and growth.
- Discuss how the requirements of plants for life and growth vary from plant to plant.
- Discuss how plants require different amount of each type of requirement at different stages of their lives.

Investigate the way in which water is transported within plants.
- Identify the different parts of a plant.
- Recall that water is absorbed by plants usually from soil by their roots.
- Recall that water is transported from the roots to the rest of the plant via it's stem.
- Discuss how larger plants generally require more water.

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Identify the parts of a flower.
- Describe the function of the different parts of the flower.
- Describe how seeds are typically formed (e.g. pollination, seed formation and seed dispersal).
- Discuss the dependent relationship between plants and other living things.

Key Vocabulary		
- characteristics	- classification keys	- features
- related	- environment	- extinction

Key Vocabulary					
- roots	- flowers	- style	- anther	- absorb	
- stem/trunk	- stamen	- ovary	- functions	- life cycle	
- leaves	- stigma	- sepal	- requirements	- pollination	
	- pollen	- filament	- transported	- formation	
			- relationship	- dispersal	

Working Scientifically

Investigation:		**Plan** - Ask relevant questions and use different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests.	**Do** - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	**Record** - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	**Review** - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Use straightforward scientific evidence to answer questions or to support their findings.
Classification Keys	Grouping & classifying (using SS).	**Questioning:** Begin to use scientific knowledge to ask relevant questions.	**Observing:** Begin to make systematic and careful observations (grouping and classifying). **Using Equipment:** Use secondary sources to find information.	**Presenting:** Record findings using keys.	**Evaluating:** Recognise where secondary sources are needed.
Water transport in plants	Changes over time	**Investigation Type:** Plan an investigation involving changes over time with support.	**Observing:** Begin to make systematic and careful observations (changes over time).		**Concluding:** Use summary of data to draw conclusions about an investigation. **Further Questioning:** Raise further questions based on conclusions. **Reporting:** Report and discuss findings orally.

A

AUTUMN: THE RAINFOREST

History: Mayan Civilisation: AD900: A non-European society that provides contrast with British history.

Key Lines of Historical Enquiry: Why should we remember the Maya?

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** **Know and understand the achievements and follies of man.**	• **Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** • **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**
• Place the classic period (250-900 AD) and post classic period (950 – 1359 AD) of the Mayan civilisation on a timeline. • Use a timeline to order key events from Mayan times: first pyramids built (200BC), Mayans adopt a monarchy (300 BC), city-state of Teotihuacan founded (100BC), Teotihuacan becomes main city (400 AD), Tikal becomes the main Maya city (500AD), Teotihuacan is abandoned (600AD), Maya alliances begin to break down (759AD), Tikal abandoned (899AD), end of Classic period (900AD).	• Recall that the Mayan Classic Period was known as the Golden Age which saw the emergence of the great cities. • Recall that Mayan civilisation was split into 3 key areas: northern lowlands (Yucatan Peninsula), southern lowlands (Peten and adjacent portions of Mexico, Belize and western Honduras) and the southern Maya highlands. • Explain the importance of farming for the Mayans, and identify techniques they used. • Describe the social hierarchy of the Mayans: Emperors, priests/nobles, merchants/craftsmen, farmers, slaves. • Recall that no single king ruled the entire civilization alone; instead emperors ruled different areas of the Mayan civilization. • Identify and describe the religious beliefs of the Mayans (polytheistic).	**Cause and Consequence** • Explain what is meant in history by cause and consequence. • Recall that the Mayan civilisation collapsed in 900AD, cause not definite, but might be due to overpopulation, environmental degradation, warfare, shifting trade routes and extended drought **Similarity & Difference** • Compare/contrast Classic Mayan civilisation with the ancient Egyptians. **Historical Significance** • Recall that the Mayans excelled at agriculture, mathematics, the arts of pottery, astronomy, hieroglyphs and symbolism and explain how this influenced the modern world. • Ask historically-valid questions • Create own structured, written narrative around the Key Enquiry	• Describe the difference between first hand and second hand evidence. • Identify sources of first hand evidence for Classic Maya: archaeological remains, hieroglyphs, letters, artefacts • Identify sources of second hand evidence for Classic Maya: books, internet, historical reports.	• AD (After Christ) • Society, civilisation, settlement, conflict, war, trade, agriculture, social hierarchy, government, rule, belief, gods/goddesses

Geography: Peten, Guatemala & Natural Resources

Key Lines of Geographical Enquiry: Is Guatemala rich in terms of natural resources?

Locational Knowledge:	Place Knowledge:	Human Geography:	Geographical Skills:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	**Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.**	• **Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight points of a compass, four and six-figure grid references, symbols and key** • **(including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.**
• Name and locate North America, South America, Central America, Mexico, Belize, Guatemala, Peten, Tikal and Flores. • Identify and locate: La Pasión River, Lake Peten Itza, Yucatan Peninsula, Maya Rainforest • Identify the latitudes and longitudes relevant to Guatemala. • Identify which time zone Guatemala is in.	• Describe and understand key aspects of the physical geography of Peten, Guatemala: limestone plateau, rainforest, lake, rivers (not many), savannah vegetation, mountain. • Describe and understand key aspects of the human geography of Peten, Guatemala: agriculture, colonisation, oil exploration, commercial logging, tourism, archaeological sites, deforestation	• Understand what is meant by a natural resource, and that they can be renewable or non-renewable. • Understand that some resources are essential and some are non-essential. • Know that all non-renewable resources are finite. • Understand that non-renewable sources include fossil fuels and minerals and were formed over time, some over millions of years ago. • Know that renewable sources of energy make use of the sun, wind, water and heat.	• Use maps, atlases, globes and digital/computer mapping to locate: North America, South America, Central America, Mexico, Belize, Guatemala, Peten, Flores, La Pasión River, Peten Lake, Yucatan peninsula, rainforest, mountains, borders.

B

AUTUMN: THE RAINFOREST

Design & Technology

Nutrition: Healthy Diet: What healthy savoury dish can you make from ingredients sourced in the rainforest?

- Generate innovative ideas through research and discussion to develop a design brief and criteria for a savoury dish.
- Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
- Use words, annotated sketches and ICT as appropriate to develop and communicate ideas.
- Write a step-by-step recipe, including a list of ingredients, equipment and utensils.
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Make, decorate and present the food product appropriately for the intended user and purpose.
- Follow procedures for safety and hygiene.
- Investigate the different food types that grow, are reared or caught in Guatamalan rainforests.
- Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
- Know how to use utensils and equipment including heat sources to prepare and cook food.
- Understand about seasonality in relation to food products and the source of different food products.
- Know and use relevant technical and sensory vocabulary.
- Sort and classify an increasing range of food according to specific food groups, e.g. proteins, carbohydrates, fats, etc.
- Measure and weigh using standard units and scales.
- Explain that food ingredients can be fresh, pre-cooked and processed.

Art & Design

Botanical Art: Observational Drawing & Painting: *Maria Sibylla Merian*

- Use a wide range of different lines, e.g. thin, bold, feint, wavy, broken etc.
- Experiment with continuous line drawing of a real life object.
- Practice observational drawing from an object, exploring careful looking, intention and tonal values.
- Experiment making light and dark tones using watercolours.
- Use a viewfinder to isolate and record parts of an image.
- Talk about the visual and tactile qualities of drawing and painting media.
- Create botanical observational drawings of plants, insects.
- Paint the drawings botanical drawings using watercolours using a range of light and dark tones.
- Explain the meaning of the following formal elements: line, shape, texture, shade, tone and colour.
- Think about why the work was made, as well as how.
- Share work to others in small groups, and listen to what others think about what they have created.
- Compare their painting to Merian's.
- Recall that Maria Sibylla Merian was a German Naturalist, Entomologist and Botanical Illustrator.
- Describe the style of Merian's botanical watercolour paintings.

Modern Foreign Languages

Phonetics / Shapes / Musical Instruments

- Listen and identify the CH OU ON OI phonemes in French.
- Listen and identify the IN IQUE ILLE in French.
- Say, read and write the names of shapes.
- Read, write, say and recognise numbers 1-10 with good pronunciation.
- Read, write and say the French masculine/feminine words for "the".
- Say, read and write the names of instruments.
- Say, read and write "I play".
- Write a short sentence using a verb and a noun.
- Recognise that nouns are commonly associated with an article and in this case 'UN' or 'UNE.
- Understand that all nouns in French are either "masculine" or "feminine".
- Understand that the word "the" in French also has a plural form.

Computing

DATA & INFORMATION: Branching Databases:

INFORMATION TECHNOLOGY:

- Create questions with yes/no answers.
- Identify the object attributes needed to collect relevant data.
- Create a branching database.
- Explain why it is helpful for a database to be well structured.
- Identify objects using a branching database.
- Compare the information shown in a pictogram with a branching database.

DATA & INFORMATION: Data Logging

INFORMATION TECHNOLOGY:

- Explain that data gathered over time can be used to answer questions.
- Use a digital device to collect data automatically.
- Explain that a data logger collects 'data points' from sensors over time.
- Use data collected over a long duration to find information.
- Identify the data needed to answer questions.
- Use collected data to answer questions.

B	Music	RHSE
AUTUMN: THE RAINFOREST	**Playing instruments in unison: Romantic / Mussorgsky / A Night on the Bare Mountain** • Listen to and copy back three-note melodic patterns from memory. • Recall that Mussorgsky was a Russian composer from the 1800s. • Recall that A Night On The Bare Mountain describes a short story. • Recall that Mussorgsky wrote a number of different versions and it was finished by a friend, Rimsky-Korsakov. • Explain that the origins of the music are in Russian folk music. • Identify instruments from their orchestral families • Describe the emotion /feeling/intent of the song. • Describe the design /structure of the song. • Sing in unison as an ensemble. • Explain that harmony is when notes are sung or played together at the same time. • Play and perform an instrumental part by ear or from standard notation (Glockenspiel). • Rehearse and perform their part within the context of the Unit song. • Treat instruments carefully and with respect. • Begin to create personal musical ideas using the given notes. • Compose an eight-bar melody, using three or five notes over a backing track. • Recall that the first three notes of the C major scale are C,D,E. • Identify melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). • Recall that a bar is a segment of music bounded by vertical lines. • Add some simple dynamics - piano and forte. • Internalise, keep and move in time with a steady beat in 4/4 and 2/4 time. • Recall that the stave, lines and spaces, and clef are used to represent pitch. • Explain the difference between a crotchet and paired quavers. • Read and write the notation for piano and forte.	**Essential Skills: Listening:** • Listen to others and tell someone else what it was about. • Listen to others and understand why they are communicating. **Essential Skills: Problem Solving:** • Complete tasks by finding the information needed. • Explore problems by finding different possible solutions. **Essential Skills: Speaking:** • Speak effectively by making points in a logical order. • Speak effectively by thinking about what listeners already know. **Essential Skills: Teamwork:** • Work well with others by taking responsibility for completing their tasks. • Work well with others by supporting them. **Relationships: Caring Friendships** • Know the importance of friendships. • Know the characteristics of friendships. • Know that healthy friendships are positive and welcoming towards others. • Know that most friendships have ups and downs/ • Know how to recognise who to trust and who not to trust **Respectful Relationships** • Know the importance of self-respect and how this links to their own happiness • Know about different types of bullying, the impact of bullying, and responsibilities of bystanders and how to get help. • Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • Know the importance of permission-seeking

Religious Education

Gospel: *What kind of world did Jesus want?*

Make sense of belief:
- Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'
- Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian

Understand the impact:
- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways

Make connections:
- Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

B	Physical Education			
AUTUMN: THE RAINFOREST	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Swimming: **Striking with a body part** • Learn to swim (1-2) • Learn to swim (3-5) • Learn to swim (6-7) **Cross Country: Running** • Develop pacing to allow running a wider range of distances • Continue to develop running technique, including variation for short and long distances (e.g. stride length) • Run in combination with other skills and in a wider range of game-situations (e.g. throwing, kicking, catching, jumping) • Develop ability at changing direction and speed whilst running. **Tag Rugby: Running / Catching / Throwing** • Recall the basic rules and aims (inc. touch, try lines, passing backwards, knock-ons) • Run with the ball in two hands • Pass the ball backwards whilst running forward • Catch a ball whilst running • Change direction whilst running with a ball • Find spaces whilst running with the ball • Tag players running at speed • Spread out as part of a team when defending **Gymnastics: Jumping** • Perform more complex balances on different small body parts • Make different body shapes and link transitions between these • Move in more complex ways (e.g. walking along beam, travelling steps) • Move using body revolutions (e.g. teddy bear rolls and body rocks) • Jump vertically, making simple shapes (e.g. straight, tuck and straddle) • Begin to use horizontal body rotations (e.g. ½ turn jumps and pivot steps) • Land carefully with knees bent and arms out in front to avoid movement on landing (including jumping from raised platforms) • Demonstrate flexibility by stretching joints in different ways (e.g. pike and straddle sits) • Vaulting on to low platforms • Link different jumps, movements, rotations and balances in more complex routines • Design group routines **OAA** • Take on a number of different roles within group activities • Take part in group activities involving trust (e.g. spotting) • Begin to develop confidence at completing activities at height • Begin to develop confidence at completing activities involving water • Begin to develop basic climbing skills – e.g. foot and hand placements, forward planning • Begin to develop basic orienteering skills – e.g. reading simple maps using reference points	• Recall the aim of a range of specific recognised sports • Begin to recall and follow the formal rules of some recognised sports • Use increasingly complex tactics to attack in simple games (e.g. pacing in cross country, angling runs towards gaps in tag rugby) • Use increasingly complex tactics to defend in simple games (e.g. forcing players to run into touch in tag rugby) • Use understanding of recognised sports' aims and rules to adjust the way they play the game (e.g. in tag rugby, making decision with the aim of either creating or preventing a try) • Recognise that some tactics for defending will depend on the opposition's tactics for attacking • Adjust tactics for defending depending on opposition's tactics for attacking and vice versa • Work effectively as part of a team, recognising the importance of different roles/positions	• Recognise when an increasingly wide range of skills have been executed effectively • Recall the technique points for an increasingly wide range of skills • Recognise and begin to be able explain why the execution of a skill was effective or not • Recognise and begin to be able explain why the performance in a game was effective or not • Begin to analyse the finer details in the execution of a skill	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **passion** and **determination** (but control) ○ demonstrate **self-belief** (and team), particularly when things are going wrong

Brown Clee C.E. Primary School

SPRING TERM B:

SENSATIONAL SHROPSHIRE

B	ENGLISH					
SPRING: SENSATIONAL SHROPSHIRE	Class Text: THE GOLDEN ACORN by Catherine Cooper (Adventure Story - local area)	**On-going objectives**	**Narrative Genres**	**Non-Fiction Genres**	**Poetry Genres**	**S&L / Drama**
		Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Reading Comprehension** Develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading books that are structured in different ways and reading for a range of purposes. • using dictionaries to check the meaning of words that they have read. • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • identifying themes and conventions in a wide range of books. • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and • imagination • recognising some different forms of poetry [for example, free verse, narrative, poetry] Understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • asking questions to improve their understanding of a text. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated and implied. • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. 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. **Writing Composition** 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 sentences orally (including dialogue), progressively • building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 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.	**(3.) Legends:** Witches and Warriors: Legends from the Shropshire Marches by Karen Lowe (a.) Verbs (2) - inc time, place, frequency and degree adverbials - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - develop their understanding of the concepts set out in English Appendix 2 by: "Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]", "Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]", "Fronted adverbials [for example, Later that day, I heard the bad news.]", "Use of commas after fronted adverbials", adverbial (b.) Sentences (3) – wider range of conjunctions and subordinate clauses - using conjunctions, adverbs and prepositions to express time and cause - develop their understanding of the concepts set out in English Appendix 2 by: "Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]", clause, subordinate clause	**(2.) Persuasive Text:** Why should people visit Shropshire? (a.) Recap commas for lists - RECAP KS1 Objectives (b.) Recap apostrophes for possession - RECAP KS1 Objectives (c.) Paragraphs - organising paragraphs around a theme	**(1.) List Poem:** Walk over Brown Clee Hill (a.) Recap learning from last term: noun phrases, nouns, determiners, adjectives, verbs, adverbs, sentences, pronouns, clauses (b.) Noun phrases (2) - inc prepositional phrases and adverbs to describe adjectives - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - develop their understanding of the concepts set out in English appendix 2: "Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)", "Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition", "Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]", determiner, consonant, consonant letter, vowel, vowel letter, preposition	**Role Play:** Retell Legends
			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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. **Spellings** Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones. Spell words that are often misspelt (English Appendix 1). Place the possessive apostrophe accurately in words with regular plurals [forexample, girls', boys'] and in words with irregular plurals [for example, children's]. Use the first two or three 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.			**Spoken Language** Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.

Maths – Spring Term WRM Y3 Objectives **WRM Y4 Objectives** Balance Y3 Objectives Balance Y4 Objectives

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Number- Multiplication & Division		Measurement – Length, Perimeter and Area		Number - Fractions				Number – Decimals / Measure – Mass & Capacity			
Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods. **Multiply two digit and three digit numbers by a one digit number using formal written layout.** Use knowledge of repeated addition to represent a 1 digit number multiplied by a 2 digit number using concrete manipulatives – no exchange. Use the formal method of multiplication to solve 1 digit multiplied by 2 digit numbers – with exchange. Use knowledge of repeated addition to represent a 1 digit number multiplied by a 2 digit number using concrete manipulatives – with exchange. Use the formal method of multiplication to solve 1 digit multiplied by 2 digit numbers – with exchange. Use a range of informal written methods to multiply 1 digit and 2 digit numbers. Use formal short method to multiply 1 digit and 2 digit numbers. Represent a 3 digit number multiplied by a 1 digit number with concrete manipulatives. Divide 2-digit numbers by a 1-digit number by partitioning into tens and ones and sharing into equal groups – no exchange ore remainders. Divide 2-digit numbers by a 1-digit number by partitioning into tens and ones and sharing into equal groups – with exchange, no remainders. Solve division problems with a remainder. Build on their knowledge of dividing a 2-digit number by a 1-digit number by sharing into equal groups. – with exchange and no remainders. Divide 2-digit numbers by 1-digit numbers with remainders. Apply their previous knowledge of dividing 2-digit numbers to divide a 3-digit number by a 1-digit number. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objectives. **Solve problems involving multiplying 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.** Answer questions that use the vocabulary "times as many". List systematically the possible combinations resulting from two groups of objects. Solve more complex problems building on their understanding of when n objects relate to m objects.		Measure, compare, add and subtract: lengths (m/cm/mm). Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units. **Convert between different units of measure eg kilometre to metre, hour to minute.** Measure length using mm. Use different measuring equipment accurately. Identify most appropriate equipment to measure a length. Recognise that 100 cm is equivalent to 1 metre. Convert other multiples of 100 cm into metres and vice versa. Recognise that 10 mm is equivalent to 1 cm. Convert other multiples of 10 mm into centimetres and vice versa. Compare and order lengths based on measurements in mm, cm and m. Multiply and divide by 1,000 to convert between kilometres and metres. Apply their understanding of adding and subtracting with 4-digit numbers to find two lengths that add up to a whole number of kilometres. Find fractions of kilometres using knowledge of finding fractions of amounts. Add lengths given in different units of measurement. Use take-away and finding the difference to subtract lengths. Measure the perimeter of simple 2D shapes. **Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.** Understand what perimeter is and isn't. Measure the perimeter of simple 2-D shapes. Compare different 2-D shapes which have the same perimeter. Make connections between the properties of 2-D shapes and measuring the perimeter. Use their understanding of the properties of shape to calculate the perimeter of simple 2-D shapes. Calculate the perimeter of rectilinear shapes by counting squares on a grid. Calculate the perimeter of rectangles (including squares) that are not on a squared grid. Use different approaches of finding the perimeter. Use their understanding of perimeter to calculate missing lengths and to investigate the possible perimeters of squares and rectangles. Calculate perimeter of rectilinear shapes without using squared paper. **Find the area of rectilinear shapes by counting squares.** Understand that area is the amount space is taken up by a 2D shape or surface. Understand that area is measured in squares. Use the strategy of counting the number of squares in a shape to measure and compare the areas of rectilinear shapes. Make rectilinear shapes using a given number of squares. Compare the area of rectilinear shapes where the same size square has been used. Use < and > with the value of the area to compare shapes. Put shapes in order of size by comparing their areas.							Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise that tenths arise from dividing one whole into 10 equal parts. Represent tenths in different ways and use words and fractions to describe them. Count up and down in tenths using different representations. Understand what happens when counting past 10/10. Compare fractions and decimals written as words, in fraction form and as decimals and link them to pictorial representations. Know that the number system extends to the right of the decimal point into the tenths column. **Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.** Recognise tenths and hundredths using a hundred square. Know that ten hundredths are equivalent to one tenth and can use a part-whole model to partition a fraction into tenths and hundredths. Understand when dividing by 100 the number is being split into 100 equal parts and is 100 times smaller. Use counters on a place value chart to see how the digits move when dividing by 100. **Recognise and write decimal equivalents of any number of tenths or hundredths.** Recognise the relationship between 1/10 and 0.1. Write tenths as decimals and as fractions. Write any number of tenths as a decimal and represent them using concrete and pictorial representations. Understand that a tenth is a part of a whole split into 10 equal parts. Read and represent tenths on a place value grid. Know that the tenths column is to the right of the decimal point. Use concrete representations to make tenths on a place value grid and write the number they have made as a decimal. Read and represent tenths on a number line. Link the number line to measurement, looking at measuring in centimetres and millimetres. Use number lines to explore relative scale. Understand when dividing by 10 the number is being split into 10 equal parts and is 10 times smaller. Use counters on a place value chart to see how the digits move when dividing by 10. Use a place value chart to see how 2 digit-numbers move when dividing by 10. Recognise that hundredths arise from dividing one whole into one hundred equal parts. Know that one tenth is ten hundredths. Count in hundredths and represent tenths and hundredths on a place value grid and a number line. Recognise the relationship between 1/100 and 0.01. Write hundredths as decimals and as fractions. Write any number of hundredths as a decimal and represent the decimals using concrete and pictorial representations. Understand that a hundredth is a part of a whole split into 100 equal parts. Read and represent hundredths on a place value grid. Understand that the hundredths column is to the right of the decimal point and the tenths column. Use concrete representations to make numbers with tenths and hundredths on a place value grid and write the number they have made as a decimal. Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml). Read a range of scales to measure mass, including scales with missing intervals. Use kilogram and gram weights to reinforce the difference in the units. Represent the intervals on the scale on a straight number line to highlight the link back to place value. Measure the mass of objects and record them as a mixed measurement in kilograms and grams. Record the mass on scales by calculating the intervals and identifying where the arrow will go. Use 'lighter' and 'heavier' to compare mass. Use their understanding that kilograms are used for heavier objects and use this to help them compare mass. Compare mixed measurements using the inequality symbols. Add mass. Subtract mass. Use a range of mental and written methods, choosing the most efficient one for each question. Use litres, millilitres and standard scales to explore capacity. Use place value skills to explore scales. Recognise that capacity is the amount of liquid a container can hold and the volume is how much liquid is in the container. Measure capacity with litres and millilitres together and record measurements as __ l and __ ml. Use 'full' and 'empty' to compare capacity. Use their understanding that litres are used for larger containers and will use this to help them compare capacity. Add volumes and capacities. Subtract volumes and capacities.			CONSOLIDATION

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
Explain the similarities and differences between unit and non-unit fractions.
Understand what the numerator and denominator represent.
Understand that when a fraction is equivalent to a whole, the numerator and denominator are the same.
Use part/part/whole models to partition the whole into fractional parts.
Use a number line to represent fractions beyond one whole.
Divide a number line into specific fractions.
Explore fractions in different representations.
Use manipulatives and diagrams to show that a fraction can be split into wholes and parts.
Explore fractions greater than one on a number line.
Make connections between improper and mixed numbers.
Use cubes and bar models to represent fractions greater than a whole.

Recognise and show, using diagrams, equivalent fractions with small denominators.
Recognise and show, using diagrams, families of common equivalent fractions.
Use Cuisenaire or number rods to investigate and record equivalent fractions.
Explore equivalent fractions through bar models.
Explore equivalent fractions in pairs and can start to spot patterns.
Use Cuisenaire rods and paper strips alongside number lines to deepen their understanding of equivalent fractions.
Use proportional reasoning to link pictorial images with abstract methods to find equivalent fractions.
Use links between equivalent fractions to find missing numerators and denominators.
Use strip diagrams to investigate and record equivalent fractions.
Use proportional reasoning to find equivalent fractions.

Compare and order unit fractions, and fractions with the same denominators.
Compare unit fractions or fractions with the same denominator.
Order unit fractions and fractions with the same denominator.
Use bar models and number lines to order the fractions and write them in ascending and descending order.

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
Find a unit fraction of an amount by dividing an amount into equal groups.
Understand that the denominator of the fraction tells us how many equal parts the whole will be
divided into.
Understand that the numerator tells them how many parts of the whole there are.

Solve problems that involve all of the above.
Solve problems in various contexts.

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.
Use their knowledge of finding unit fractions of a quantity, to find non-unit fractions of a quantity.
Solve more complex problems for fractions of a quantity.

Add and subtract fractions with the same denominator within one whole.
Add and subtract fractions with the same denominator.
Use practical equipment and pictorial representations to add two or more fractions with the same denominator where the total is less than 1
Understand that we only add the numerators and the denominators stay the same.
Use practical equipment and pictorial representations to subtract fractions with the same denominator within one whole.
Understand that we only subtract the numerators and the denominators stay the same.
Use practical equipment and pictorial representations to add two or more fractions.
Record their answers as an improper fraction when the total is more than 1.
Use practical equipment and pictorial representations to subtract fractions with the same denominator.
Use practical equipment and pictorial representations to subtract fractions.
Subtract fractions from a whole amount.
Understand how many equal parts are equivalent to a whole.

B

SPRING: SENSATIONAL SHROPSHIRE

Science

Programme of Study

Forces and Magnets: Y3 Physics

Compare how things move on different surfaces.

- Recognise that things move differently on different surfaces.
- Recognise that different things move differently on the same surface.
- Associate the properties of an object with the way it moves on a surface.

Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

- Name some examples of forces.
- Recognise that most forces need contact between two objects.
- Recognise that magnetic forces can act at a distance.
- Begin to discuss forces involving different states of matter.

Observe how magnetics attract or repel each other and attract some materials and not others.

- Recognise that magnets can attract or repel each other.
- Recognise that some materials are magnetic.
- Recognise that magnetic forces interact differently with a material depending on the distance between the material and the magnet.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

- Can identify every day materials as being magnetic or not through investigation.
- Recognise that all magnetic objects are metal.

Describe magnets as having two poles.

- Understand that magnets have two poles.
- Describe the magnetic poles as N and S.

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Recognise that magnets will not always attract and that sometimes they can repel each other.

Recognise that the attraction or repulsion of two magnets is dependent on which poles are facing.

Understand that the opposite sides of two magnets e.g. N-S will attract.

Understand that magnetic forces can be used by humans in different ways e.g. fridge magnet.

Electricity (Y4 Physics)

Identify common appliances which run on electricity

Can name appliances that run on electricity.

Discuss that an electrical current is needed for electrical appliances to work.

Construct simple series electrical circuits, identifying and naming its basic parts, including cells, wires, switches and buzzers.

Can name basic parts of an electrical circuit.

Understand that a battery/cell is needed to work bulbs and buzzers.

Understand that a closed circuit is needed for a battery/cell to work a buzzer or bulb.

Can construct simple parallel circuits.

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of the loop with a battery.

Understand that a closed circuit is needed for a battery/cell to work a buzzer or bulb.

Discuss why certain bulbs may not light up in partially open parallel circuits.

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

Can identify when a switch is opened or closed.

Understand that an open switch will prevent electricity running to a bulb or buzzer.

Can discuss different types of switches and how each one is open or closed.

Recognise some common conductors and insulators, and associate metals with being good conductors.

Recall that electrical conductors allow electricity to flow freely and that insulators do not.

Recall that most metals are good conductors of electricity.

Discuss why an insulator creates an open circuit.

Electricity (Yr6 - Physics)

Associate the brightness of a lamp or volume of a buzzer with the number of voltage cells.

Recall that electricity flows from a battery/cell to the components of a circuit (e.g. buzzer/lamp)

Explain that the output from a circuit component (i.e. light/noise) is used electricity

Explain how excessive electrical energy can cause short-circuiting (e.g. lamps blowing)

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the position of the on/off switches.

Recall that electrical circuits must be complete to work

Explain reasons as to why a component may not be working

Explain the function of a resistor

Use recognised symbols when representing a simple circuit in a diagram.

Use basic symbols (e.g. linkages, bulbs, buzzers cells/batteries, switches)

Begin using more complex symbols and multiple-route diagrams

Predict the outcome of a proposed circuit diagram

Key Vocabulary: surface, force, magnetic, states of matter, interact, attract, repel, poles north/south, repulsion, dependent, properties

Vocabulary: (In)complete circuit, Power source, Component, Voltage, Output, Energy, Current, Resistance, Insulator, Conductor

Working Scientifically

Investigation:		Plan	Do	Record	Review
		- Ask relevant questions and use different types of scientific enquiries to answer them. **- Set up simple practical enquiries, comparative and fair tests.**	**- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.**	**- Gather, record, classify and present data in a variety of ways to help in answering questions.** **- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.**	**- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.** **- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.** **- Identify differences, similarities or changes related to simple scientific ideas and processes.** **- Use straightforward scientific evidence to answer questions or to support their findings.**
Forces & magnets: friction	**Fair Test**	**Predicting:** Begin to use scientific knowledge to predict the outcome of an investigation. **Investigation Type:** Plan a fair test with support. **Investigation Type:** Understand that we change and measure variables in a fair test. **Investigation Type:** Understand that the variables that we do not change need to be controlled in a fair test.	**Using Equipment:** Use scientific equipment to accurately take measurements.	**Presenting:** Record findings using tables and bar charts.	
Complete circuits	**Pattern seeking**	**Questioning:** Begin to use scientific knowledge to ask relevant questions **Predicting:** Begin to use scientific knowledge to predict the outcome of an investigation.	**Observing:** Begin to make systematic and careful observations (noticing patterns). **Using Equipment:** Use (non-measuring scientific equipment to carry out an investigation.		

A

SPRING: SENSATIONAL SHROPSHIRE

History: Changes in Britain from the Stone Age to the Iron Age:

Key Lines of Historical Enquiry: What was the most significant change between the Stone and Iron Ages?

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** **Know and understand the achievements and follies of man.**	• **Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** • **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**
• Recall that the Stone Age is an extremely long period of time, covering over 1 million years. • Recall that the Stone Age was split into 3 different eras: Paleolithic, Mesolithic, Neolithic and understand where the ice-age fits into the timeline. • Identify that the Bronze Age (2000BC – 800BC) comes between Stone and Iron Age. • Place the start and end date of Iron Age (800BC – 43AD) on a timeline. • Recall that Stone, Bronze and Iron Age are called pre-history.	• Identify and describe the key features of life in the Stone Age: nomadic lifestyle, temporary homes, hunter/gatherers, stone tools/weapons. • Recall that there were different types of humans in the stone age and explain the differences: tool-makers, fire-makers • Neanderthals, modern humans (homo sapiens). • Identify the key features of life in Bronze Age Britain: Beaker culture, tools, copper/gold, tin mining, clans, burial rites, stone circles. Identify and describe key features of life in Iron Age: iron, farming, trade, tribes, warrior kings, hill forts, round houses, Celtic people, culture, beliefs/druids.	**Continuity and Change** • Explain what is meant in history by continuity and change. • Discuss why the changes from Stone age to Iron Age occurred. **Cause and Consequence** • Explain what is meant in history by cause and consequence. • Describe how the arrival of people from Europe caused the way of life to change in prehistoric Britain. **Similarity & Difference** • Describe the differences and similarities between Stone Age and Iron Age life. • Ask historically-valid questions • Written narrative around Key Enquiry	• Describe the difference between first hand and second hand evidence. • Identify sources of first hand evidence for Stone/Bronze/Iron Age: archaeological remains, monuments, artefacts, hill forts. • Identify sources of second hand evidence for Stone/Bronze/Iron Age: books, internet, historical reports.	• BC/AD, before, after, era, century, period, millenium. • Civilisation, nomadic, settlement, hill fort, revolt, peasants, resistance, conflict, trade, agriculture, culture, hierarchy, government, kingdom, rule, belief, Christianity.

Geography: Shropshire: Settlements and Land Use

Key Lines of Geographical Enquiry: How does Shropshire's geography affect it's land use?

Locational Knowledge:	Place Knowledge:	Human Geography:	Geographical Skills:	Fieldwork:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	**Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.**	**Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight points of a compass, four and six-figure grid references, symbols and key** • **(including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.**	• **Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**
• Name and locate: Europe, UK, Wales, Shropshire, Shrewsbury, Ditton Priors, Ludlow, Telford, Bridgnorth, Whitchurch • Identify and locate: River Severn, Shropshire Hills, Shropshire Plains, Brown Clee. • Identify the latitudes and longitudes relevant to the UK and Shropshire. • Identify which time zone Shropshire is in.	• Describe and understand key aspects of the physical geography of Shropshire: hills, rivers, plains, fields, woods, forests, streams, valley. • Describe and understand key aspects of the human geography of Shropshire: settlement, town, village, farm, agriculture, tourism, mining, railway, manufacturing, factory, forestry, fishing.	• Explain what is meant by a settlement. • Identify and name the different types of settlement in Shropshire, and locate the main ones: Shrewsbury, Ludlow, Telford, Oswestry, Whitchurch, Market Drayton, Ironbridge, Church Stretton, Bishops Castle. • Identify and describe any settlement patterns eg linear, dispersed or nucleated. • Identify and name the different type of land uses: built up, non-built up, agriculture, housing, industry, shopping, tourism.	• Use maps, atlases, globes and digital/computer mapping to locate key places in Shropshire. • Use the 8 points of a compass , four and six-figure grid references, symbols and key • (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.	• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment eg Land Use or Housing survey

B	Design & Technology	Art & Design
SPRING: SENSATIONAL SHROPSHIRE	**Electrical: Switches and Lights: How can you make a functional, aesthetic portable light?** • Research, investigate and identify different types of portable lights eg torch, nightlight strip light. • Use simple prototypes, labelled sketches and detailed instructions to plan their light design. • Evaluate products and identify criteria that can be used for their own design. • Select materials and components according to known characteristics and functions. • Select and use tools and equipment to measure, mark out and shape materials and components. • Select an appropriate way to improve the appearance of a product. • Identify key features of electrical safety. • Investigate and analyse products with switches. • Compare and contrast the similarities and differences of products with the same function. • Evaluate ideas and products against own design criteria, taking into account the views of others. • Explain how different switches work. • Describe how a simple battery powered circuit can be controlled by different kinds of switches. • Talk about simple electrical safety. • Create simple circuits incorporating a battery, bulb, switch and wires.	**Landscapes: Drawing & Painting – Heaton-Cooper** • Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen. • Discuss artist's intention and reflect upon your response. • Mix shades of primary and secondary colours. • Begin to explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes. • Draw a pencilled landscape of Shropshire from a photograph. • Paint a Shropshire landscape combining paint effectively to create detail and texture. • Explain the meaning of the following formal elements: line, shape, texture, perspective, shade, tone and colour. • Look at a variety of types of source material and understand the differences. • Talk about the visual and tactile qualities of drawing and painting media. • Express and share opinions about the class' artwork. • Recall that William Heaton Cooper was an English artist who is famous for painting impressionistic landscapes • Recall that impressionistic landscape means an 'impression' of what the landscape looked like to them.
	Modern Foreign Languages	**Computing**
	Vegetables / Ancient Britain • Say, read and write the names of vegetables. • Say, read and write "I would like…". • Say, read and write "I would like a kilo of…". • Say, read and write "Please". • Name the six key periods of ancient Britain, introduced in chronological order. • Name three of the types of people who lived in ancient Britain. • Name three key hunting tools and dwellings used during the stone age, bronze age and iron age in ancient Britain • Say, read and write "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). • Understand that the plural definite article/determiner is les. • Understand the 1st person singular of two high frequency irregular verbs: être, avoir and one regular verb habiter. • Understand the use of contractions.	***CREATING MEDIA: Desktop Publishing*** INFORMATION TECHNOLOGY: • 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. ***CREATING MEDIA: Photo Editing*** INFORMATION TECHNOLOGY: • Explain that digital images can be changed. • Change the composition of an image. • Describe how images can be changed for different uses. • Make good choices when selecting different tools. • Recognise that not all images are real. • Evaluate how changes can improve an image

B	Music	RHSE
SPRING: SENSATIONAL SHROPSHIRE	**Patterns and repetition/ Verses and Choruses: 20th Century Classical / Vaughan-Williams/ English Folk Song Suite** • Listen to and copy back three-note melodic patterns from notation. • Listen to the melodic patterns and create a simple melodic answer. • Recall that V-W was a British composer from 20th century. • Recall that this piece was V-W's most famous composition and includes excerpts from lots of different English folk songs. • Listen to some of the original folk songs and compare to their part in the English Folk Song Suite. • Describe the design and structure of the song. • Describe the emotion/ /intent of the song. • Follow a leader/conductor. • Sing as part of an ensemble listening attentively to each other. • Play and perform an instrumental part by ear or from standard notation and as part of a song (Glockenspiel). • Listen to and follow musical instructions from a leader. • Create and present a holistic performance with an understanding of where song fits in the world. • Create personal musical ideas using given notes. • Improvise with awareness of the style of music and the metre. • Compose an eight-bar melody using three or five notes over a backing track or as a solo. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note value. • Internalise, keep and move in time with a steady beat in 4/4 time. • Explain the difference between a crotchet, dotted crotchet and a minim. • Create and identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets and quavers. •	**Essential Skills: Aiming High:** • Work with pride when being successful. • Work with a positive approach to new challenges. **Essential Skills: Staying Positive:** • Keep trying and stay positive when something goes wrong. • Keep trying when something goes wrong and think about what happened. **Health: Mental Well-Being** • Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity. • Know simple self-care techniques. • Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Know where and how to seek support

Religious Education

How and why do people try to make the world a better place?

Make sense of belief:
- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)
- Make links between religious beliefs and teachings and why people try to live and make the world a better place

Understand the impact:
- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)
- Describe some examples of how people try to live (e.g. individuals and organisations)
- Identify some differences in how people put their beliefs into action

Make connections:
- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas
- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

B	Physical Education			
SPRING: SENSATIONAL SHROPSHIRE	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Football: Running / Striking with a body part • Recall the basic rules and aims (inc corners, goal kicks, throw ins and fouls) • Dribbling with close control using both feet • Pass the ball by judging distance and angle • Receive a ball with control • Strike the ball harder to shoot at goal • Tackle opposition by timing kicking ball away • Use the above in combination (e.g. dribble and pass) • Find spaces when playing as part of a team • Intercept balls travelling between opposition **Netball/Basketball: Running / Catching / Throwing / Striking with a body part** • Recall the basic rules and aims (including dribbling and footwork) • Pass the ball accurately using different types of passes (e.g. chest, bounce and shoulder) • Catch the ball by adjusting body position where needed • Use an appropriate technique for shooting (e.g. long arm in netball) • Begin to develop sport-specific techniques such as dribbling the ball using both hands in basketball. • Intercept the ball, avoiding contact with opposition **Dance:** • Copy more complex body movements • Copy increasingly complex dance sequences with changes in speed direction • Memorise basic dance sequences • Choreograph group and singular routines • Improvise to create dance individually or with a partner • Develop rhythm and spatial awareness • Compare and evaluate routines using appropriate vocabulary	• Recall the aim of a range of specific recognised sports • Begin to recall and follow the formal rules of some recognised sports • Use increasingly complex tactics to attack in simple games (e.g.one-two passing in football or netball/basketball) • Use increasingly complex tactics to defend in simple games (e.g. interceptions in netball) • Use understanding of recognised sports' aims and rules to adjust the way they play the game (e.g. in football, making decision with the aim of either creating or preventing a goal) • Recognise that some tactics for defending will depend on the opposition's tactics for attacking • Adjust tactics for defending depending on opposition's tactics for attacking and vice versa • Work effectively as part of a team, recognising the importance of different roles/positions	• Recognise when an increasingly wide range of skills have been executed effectively • Recall the technique points for an increasingly wide range of skills • Recognise and begin to be able explain why the execution of a skill was effective or not • Recognise and begin to be able explain why the performance in a game was effective or not • Begin to analyse the finer details in the execution of a skill	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **respect** for teammates, opposition, and officials ○ demonstrate **honesty** ○ demonstrate **teamwork**

Brown Clee C.E. Primary School

SUMMER TERM B:

ROMANS

B	ENGLISH					
SUMMER: ROMANS	Class Text: THE THIEVES OF OSTIA by Caroline Lawrence (Historical Mystery)	**On-going objectives**	**Narrative Genres**	**Non-Fiction Genres**	**Poetry Genres**	**S&L / Drama**
		Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Reading Comprehension** Develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading books that are structured in different ways and reading for a range of purposes. • using dictionaries to check the meaning of words that they have read. • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • identifying themes and conventions in a wide range of books. • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and • imagination • recognising some different forms of poetry [for example, free verse, narrative, poetry] Understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • asking questions to improve their understanding of a text. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated and implied. • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. 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. **Writing Composition** 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 sentences orally (including dialogue), progressively • building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 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.	**(2.) Adventure Story:** Revolt against the Romans by Tony Bradman (a.) Verbs (3) – recap with detailed focus on tenses (inc present perfect) - sentences with different forms: statement, question, exclamation, command - develop their understanding of the concepts set out in English appendix 2: "How the grammatical patterns in a sentence indicate its function as - a statement, question, exclamation or command", full stop, question mark, exclamation mark, statement, question, command, exclamation - learning how to use both familiar and new punctuation correctly: including full stops, exclamation marks and question marks (b.) Clauses (3) - Recap and link together - using conjunctions, adverbs and prepositions to express time and cause - develop their understanding of the concepts set out in English Appendix 2 by: "Expressing time, place and cause using conjunctions, adverbs, or prepositions clause, subordinate clause, (c.) Speech using inverted commas - using and punctuating direct speech - develop their understanding of the concepts set out in English Appendix 2 by: "Introduction to inverted commas to punctuate direct speech", "Use of inverted commas and other punctuation to indicate direct speech	**(3.) Recount: Diary** Based on Escape from Pompeii by Christina Ballit (a.) Sentences (4) - Recap and link together - using conjunctions, adverbs and prepositions to express time and cause - develop their understanding of the concepts set out in English Appendix 2 by: "Expressing time, place and cause using, adverbs, or, clause, subordinate clause, (b.) Plural possessive apostrophe - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - indicating possession by using the possessive apostrophe with plural nouns - develop their understanding of the concepts set out in English appendix 2: "Apostrophes to mark plural possession **(1.) Recount: Informal Letter** A letter home from a centurion (a.) Recap learning from last term: noun phrases, nouns, adjectives, prepositional phrases, verbs, adverbials, commas for lists, sentences, clause (main/subordinate), paragraphs (b.) Nouns/pronouns (3) – Recap and link together - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - develop their understanding of the concepts set out in English appendix 2: "Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, "Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition", "Use of the forms a or an according to whether the next word begins with a consonant or a vowel, determiner, consonant, consonant letter, vowel, vowel letter, preposition	**Haiku:** Roman life	**End-of-KS2 performance:** **Role Play:** Life as a Roman.
			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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. **Spellings** Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones. Spell words that are often misspelt (English Appendix 1). Place the possessive apostrophe accurately in words with regular plurals [forexample, girls', boys'] and in words with irregular plurals [for example, children's]. Use the first two or three 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.			**Spoken Language** Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.		

Maths – Summer Term WRM Y3 Objectives **WRM Y4 Objectives** Balance Y3 Objectives Balance Y4 Objectives

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Decimals (incl money)			Measurement: Time		Statistics		Geometry: Properties of Shapes / Position & Direction				
Recognise and write decimal equivalents of any number of tenths or hundredths. Make a whole from any number of tenths and hundredths. Use place value counters and a place value grid to make numbers with up to two decimal places. Read and write numbers with decimals and understand the value of each digit. Partition numbers with decimals in different ways. **Compare numbers with the same number of decimal places up to two decimal places.** Compare numbers with decimals with up to two decimal places. Order numbers with decimals with up to two decimal places. **Round decimals with one decimal place to the nearest whole number.** Round numbers with 1 decimal place to the nearest whole number. **Recognise and write decimal equivalents to 1/4, 1/2, ¾.** Write 1/2, ¼ and ¾ as decimals. Write fractions as hundredths and then write the fractions as halves or quarters. Recognise the value of money. **Estimate, compare and calculate different measures, including money in pounds and pence.** Know the value of each coin and note and understand what these values represent. Understand that money can be represented in different ways but still have the same value. Convert between pounds and pence using the knowledge that £1 is 100 pence. Use models, such as the part-whole model, to recognise the total of an amount being partitioned in pounds and pence. Use their knowledge of £1 = 100 p to compare amounts. Order amounts represented in the same format. Order amounts represented in different formats. Estimate the total of two amounts. Estimate the total of more than two amounts. Link overestimating and underestimating to rounding. **Round decimals with one decimal place to the nearest whole number.** Round amounts of money written in decimal notation to the nearest pound. Add and subtract amounts of money to give change, using both £ and p in practical contexts. Add coin values together to find the total amount. Add two amounts of money using pictorial representations to support them. Use different methods to subtract money. Use a number line and a part-whole model to subtract to find change. **Solve simple measure and money problems involving fractions and decimals to two decimal places.** Solve simple problems with money, involving all four operations.			Know the number of seconds in a minute and the number of days in each month, year and leap year. **Convert between different units of measure [for example, kilometre to metre; hour to minute]** Know how a leap year is different from a non-leap year. Know the number of days in each month. Know the number of hours in a day. Understand the terms 'noon', 'midday', 'midnight'. Know how many months in a year. Know the difference between a school week and a calendar week. Know the difference between day-time and day. Recap the number of minutes in an hour. Recap the number of seconds in a minute. Convert between different units of time (s/m/h). Recap the concept of a year, month, week and day. Convert between different units of time (d/w/m/y). Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Tell the time to the nearest 5 minutes on an analogue clock. Recognise and use Roman numerals on a clock face. Tell time to the nearest minute using an analogue clock. 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, a.m./p.m., morning, afternoon, noon and midnight. **Read, write and convert time between analogue and digital 12- and 24-hour clocks.** Use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day. Tell the time on a 24-hour digital clock. Convert between analogue and digital times using a format up to 12 hours. Use a.m. and p.m. to distinguish between times in the morning and afternoon. Understand that how many minutes past the hour determines the digital time. Convert between analogue and digital times using a 24 hour clock. Compare durations of events [for example to calculate the time taken by particular events or tasks]. Find the durations of events using both analogue and digital clocks. Compare durations of time using analogue and digital clocks. Find start and end times to the nearest minute using both analogue and digital times. Measure and compare durations of time in seconds. Recognise that there are 60 seconds in one minute. Write durations of time in different ways.		Interpret and present data using bar charts, pictograms and tables. **Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.** Read and interpret information in order to answer questions about the data. Understand the value of each symbol used and what it means when half a symbol is used. Construct pictograms and choose an appropriate key. Interpret information in pictograms and tally charts in order to construct bar charts. Interpret information from bar charts and answer questions relating to the data. Read and interpret bar charts with scales of 1, 2, 5 and 10. Decide which scale will be the most appropriate when drawing their own bar charts. Decide which scale will be the most appropriate when drawing their own bar charts. Gather their own data using tally charts and then present the information in a bar chart. Solve comparison, sum and difference problems using discrete data with a range of scales. Use addition and subtraction to answer questions accurately. Ask their own questions about the data in pictograms, bar charts 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. **Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.** Interpret information from tables to answer one and two-step problems. Use their knowledge of scales to read a time graph accurately. Create their own graphs to represent continuous data. Understand that continuous data can be measured (for example time, temperature and height) but as values are changing all the time, the values we read off between actual measurements are only estimates. Solve comparison, sum and difference problems using continuous data with a range of scales.					
							Recognise angles as a property of shape or a description of a turn. Recognise angles as a measure of a turn. Practice making 1/2, 1/4, ¾ and whole turns from different starting points in both clockwise and anti-clockwise directions in practical contexts. Listen to/follow instructions and also give instructions using the correct mathematical language in different contexts. Understand that an angle is created when 2 straight lines meet at a point. 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 are greater than or less than a right angle. **Identify acute and obtuse angles and compare and order angles up to two right angles by size.** Recognise that a right angle is a quarter turn, 2 right angles make a half-turn, 3 right angles make three-quarters of a turn and 4 right angles make a complete turn. Identify whether an angle is greater than or less than a right angle in shapes and turns, by measuring, comparing and reasoning in practical contexts. Use the words 'acute' and 'obtuse' as a way of describing angles. Develop their understanding of obtuse and acute angles by comparing with a right angle. Use an angle tester to check whether angles are larger or smaller than a right angle. Know that an acute angle is more than 0 degrees and less than 90 degrees, a right angle is exactly 90 degrees and an obtuse angle is more than 90 degrees but less than 180 degrees. Compare and order angles in ascending and descending order. Identify and order angles in different representations including in shapes and on a grid. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Identify lines of symmetry in 2D shapes presented in different orientations.** Measure and draw straight lines accurately in centimetres and millimetres. Round measurements to the nearest centimetre. Identify and find horizontal and vertical lines in a range of contexts. Identify horizontal and vertical lines of symmetry in shapes and symbols. Identify and find parallel and perpendicular lines in a range of practical contexts. Use the arrow notation to represent parallel lines and the right angle notation for perpendicular lines. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3D shapes in different orientations and describe them. **Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.** Recognise, describe and draw 2-D shapes accurately. Use properties including types of angles, lines, symmetry and lengths of sides to describe the shape. Recall what a polygon is. Classify triangles for the first time using the names 'isosceles', 'scalene' and 'equilateral'. Name quadrilaterals including a square, rectangle, rhombus, parallelogram and trapezium. Describe their properties and highlight the similarities and differences between different quadrilaterals. Draw quadrilaterals accurately using knowledge of their properties. Recognise and describe 3-D shapes in different orientations. Use properties including the number of faces, edges and vertices to describe the shape. Make 3-D shapes (cubes, cuboids, prisms, cylinders, pyramids, cones, spheres) using construction materials. Use correct mathematical language to describe the shapes they have made (edges, faces, vertices, curved surfaces). **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.** Find and identify lines of symmetry within 2-D shapes. Use their knowledge of symmetry to complete 2-D shapes and patterns. **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.** **Plot specified points and draw sides to complete a given polygon.** Describe positions in the first quadrant. Read, write and use pairs of coordinates. Plot given points on a 2-D grid. Move shapes and points on a coordinate grid following specific directions using language such as: left/right and up/down. Use their understanding of coordinates when translating by starting with the left/right translation followed by up/down. Describe the movement of shapes and points on a coordinate grid using specific language such as: left/right and up/down.				**Consolidation**

B	Science					
SUMMER: ROMANS	**Programme of Study**					
	Rocks: (Y3 Chemistry) Compare and groups together different kinds of rocks on the basis of their appearance and simple physical properties. • Recognise that rocks have different appearances and physical properties. • Group rocks based on their appearances. • Group rocks based on their physical properties. • (WD) Name different types of rocks. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Understand that fossils were once living things. • Understand how different types of rocks (i.e. igneous, sedimentary, metamorphic) have formed. • Recognise that when dead things are trapped within a rock during the rock's formation it results in a fossil. • (WD) Begin to consider the implications of fossils which are very different to any living thing today. Recognise that soils are made from rocks and organic matter. • Describe how soil is made. • Understand that soils form in different ways and that this process takes a long time. • (WD) Begin to discuss different types of soil particles e.g. sand, clay, silt.				**Key Vocabulary** - sedimentary - igneous - metamorphic - physical properties - formation - fossil - particles - sand - clay - silt - soil	
	Working Scientifically					
	Investig'n:		**Plan** - Ask relevant questions and use different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests.	**Do** - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	**Record** - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	**Review** - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identify differences, similarities or changes related to simple scientific ideas and processes. - Use straightforward scientific evidence to answer questions or to support their findings.
	Rock Types	Grouping & classifying	**Investigation Type:** Plan an investigation involving grouping and classifying with support.		**Discussing:** Recognise which presentation of data is most appropriate.	**Reporting:** Report findings using simple written reports.
	Permeability	Pattern Seeking	**Investigation Type:** Understand that we can use different types of enquiry to answer questions. **Investigation Type:** Plan an investigation involving noticing patterns with support.	**Using Equipment:** Use (non-measuring) scientific equipment to carry out an investigation.	**Discussing:** Record and discuss findings using scientific language. **Presenting:** Record findings, drawings and labelled diagrams.	**Evidence:** Justify conclusions by using scientific evidence/findings. **Evaluating:** Recognise when and why an investigation has gone wrong.

A

SUMMER: ROMANS

History: The Roman Empire and its Impact on Britain:

Key Lines of Historical Enquiry: What happened when the Romans came to Britain?

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** • **Know and understand the achievements and follies of man.**	• **Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** • **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**
• Place the start (43AD) and end (410AD) on a timeline. • Identify where the Roman period fits into the British history timeline. • Use a timeline to order key events in the Roman invasion of Britain: Julius Caesar's first attempt at invading (55BC), successful invasion (43AD), London founded (50AD), Boadicea leads Iceni revolt (61AD), Romans conquer Wales and the North (70AD), Emperor Hadrian builds a wall (128AD), Romans conquer Scotland (140AD), St Alban becomes the 1st Christian martyr (209AD), Constantine the Great declared Emperor at York (306AD), The Picts and Scots attack the border (350AD), Romans withdraw from Britain (410AD)	• Recall that Rome was a republic before it became an empire. • Recall that the Roman Empire began in 27 BC and that the first 200 years of Roman Empire is called the Pax Romana. It was a time of great prosperity for the Romans. • Discuss the reasons why Claudius invaded Britain in 43AD. • Identify who the people of Britain were in 43AD and how they lived (homes/day to day life). • Describe how the Romans conquered Britain: battle/deal making; route across the country; challenges. • Describe what the Romans did once in Britain: built roads, forts, villas, towns. • Recall that fighting continued for many years and that the Romans never fully controlled all of Britain. • Explain why the Romans left Britain in 410 AD.	**Continuity and Change** • Describe how the Romans changed and influenced life in Britain. • Identify what stayed the same and what changed after the Romans left Britain. **Historical Significance.** • Explain what is meant by historical significance. • Describe what impact the Romans had on modern life: architecture, government, trade, calendar, engineering, culture, religion. **Ask historically-valid questions** • Written narrative around Key Enquiry	• Describe the difference between first hand and second hand evidence. • Identify sources of first hand evidence for the Romans in Britain: archaeological remains, letters, artefacts • Identify sources of second hand evidence for Romans in Britain: books, internet, historical reports.	• BC/AD, period, chronological order, era, period • Civilisation, empire, conflict, battle, settlement, trade, agriculture, government

Geography: The Roman Empire & Economic Activity

Key Lines of Geographical Enquiry: Why were trade links so important to the Romans?

Locational Knowledge:	Human Geography:	Geographical Skills:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	**Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.**
• Name and locate the key geographic areas of the Roman Empire: Europe, Italy, Rome, UK, Gaul (France), Spain, Egypt, Asia Minor, Macedonia, Mauretania, Libya, Mesopotamia, Carthage, Palestine, Mediterranean Sea, Main Trade Routes. • Identify and locate: River Tiber, The 7 hills: Viminal, Quirrinal, Palatine, Esquiline, Capitaline, Caelian and Aventine. • Identify the latitudes and longitudes relevant to Rome and Italy. • Identify which time zone Italy is in.	• Understand the difference between export and import. • Identify the main trade routes: Port of Ostia, Carthage, • Know what goods were traded: beef, corn, glassware, iron, lead, leather, marble, olive oil, perfumes, purple dye, silk, silver, spices, timber, tin and wine. • Know who the main trade partners were and what was traded. • Understand the importance of the trade links to the Roman Empire and the countries in the Empire.	• Use maps, atlases, globes and digital/computer mapping to locate listed locations.

B	Design & Technology	Art & Design
SUMMER: ROMANS	**Mechanisms: Gears and Pulleys: How many different ways can you move a load horizontally and vertically?** • Research, investigate and identify different types of pulleys and gears. • Disassemble products and describe in detail their functions. • Talk in depth about ideas, plans and reasons for choices. • Use research to develop design criteria that are fit for purpose. • Construct a simple pulley using rope over a horizontal bar to raise an object off the ground. • Construct a pulley that allows a load to travel horizontally or vertically. • Use construction kits with gears to construct a line of gears that turn. • Follow procedures for safety and hygiene. • Investigate and compare a range of existing products that use gears and/or pulleys. • Use knowledge of similarities and differences between products with the same function to support identification of most effective product. • Evaluate ideas and products against design criteria; and suggest ways in which products can be improved. • Explain how gears work. • Explain how pulleys work. • Create simple mechanisms that make a load move horizontally. • Create simple mechanisms that make a load move vertically.	**Roman Motifs: Drawing & Monoprinting** • Explore creating repeating patterns using different writing media eg pencils, charcoal, crayons. • Compare and recreate shapes and patterns in nature and the environment. • Explore using a range of tools and resources to make marks and patterns using monoprinting. • Recall how patterns are made, e.g. overlapping of shapes, repeats, • Create a drawing of a repeating pattern Roman Motif. • Use their motif pattern to create a monoprint using ink and paper. • Explain the meaning of the following formal elements: line, shape and pattern. • Discuss problems which came up and how they were solved. • Think about how they would improve their print. • Explain why Roman's used motifs. • Recall that a motif is a decorative design that is used in a repeating pattern. • Identify Roman motifs.
	Modern Foreign Languages	**Computing**
	In Class / Do You Have a Pet? • Listen to and recognise the nouns for common classroom objects. • Say, read and write common classroom objects using the correct article. • Say, read and write what I have and do not have in my pencil case, learning to use the negative. • Ask somebody else what they have and do not have in their pencil case. • Recognise and respond to simple classroom commands. • Listen to, say, read and write nouns for popular pets. • Say and write a short presentation including some or all of the following: my name; my age; what pet I have; what pet I don't have; my pet's name; a connective "et" (and) or "mais" (but). • Recall that nouns have gender and that this affects the choice of article/determiner. • Use the negative option je n'ai pas de/d'…('I do not have') • Use the connectives "et" (and) and "mais" (but).	***PROGRAMMING: Repetition in Shapes*** COMPUTER SCIENCE: • 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 ***PROGRAMMING: Repetition in Games*** COMPUTER SCIENCE: • Develop the use of count-controlled loops in a different programming environment. • Explain that in programming there are infinite loops and count-controlled loops. • Develop a design that includes two or more loops which run at the same time. • Modify an infinite loop in a given program. • Design a project that includes repetition. • Create a project that includes repetition.

B	Music	RHSE
SUMMER: ROMANS	**Performance**: **Rock N Roll / Elvis Presley / Hound Dog** • Listen to the melodic patterns and create a simple melodic answer. • Recall that Rock N Roll is a genre of popular music that evolved in the USA in the 1940/50s. • Recall that Rock N Roll originated from a type of music called Blues. • Recall that Elvis Presley was an American Rock N Roll composer/singer. • Analyse, explore and research Rock N Roll's musical concepts and style. • Listen to Hound Dog and discuss how it makes them feel. • Describe how Hound Dog is based on the 12 bar blues with a walking bass line. • Copy back melodic patterns using voices (sol-fa option in settings). • Understand the meaning of the song. • Start to have a go at singing solo parts. • Describe the design/structure of the song. • Play any one, or all four, differentiated parts on a tuned instrument – a onenote, simple or medium part or the melody of a song from notation (Recorder). • Introduce and perform with an understanding of what the song is about. • Rehearse and perform their part within the context of the song. • Create and present a holistic performance • Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets and quavers. • Improvise over a simple chord progression/groove. • Compose melodies in similar styles to those they have listened to. • Describe the structure in music including how ideas can be repeated or contrasted for interest • Keep a record of the composition to play it again • Use a pentatonic scale. • Describe the different scales of dynamics and include in their own compositions. • Internalise, keep and move in time with a steady beat in 2/4, 3/4, 4/4 time. • Explain the timing of a dotted crotchet, paired quavers and semiquaver. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. • Create and/or identify rhythm patterns using minims, crotchets, quavers and their rests.	**Essential Skills: Leadership:** • Work with pride when being successful. • Work with a positive approach to new challenges. **Essential Skills: Creativity:** • Keep trying and stay positive when something goes wrong. • Keep trying when something goes wrong and think about what happened. **Health: First Aid** • Know how to make a clear and efficient call to emergency services if necessary. • Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Religious Education
Creation/Fall: *What do Christians learn from the Creation Story?* **Make sense of belief:** • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world **Understand the impact:** • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness **Make connections:** • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

B	Physical Education			
SUMMER: ROMANS	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Badminton/Tennis: Running / Striking with an object • Recall the basic rules and aims (court markings and scoring) • Hold a racquet in an appropriate grip (adjust swing depending on sport) • Rotate racquet's orientation with ease • Balance an object on racquet, using an appropriate grip • Have the correct stance before receiving a ball • Strike an object moving towards receiver using an appropriate technique • Move quickly and carefully around the court. **Cricket/Rounders: Catching / Throwing / Striking with an object** • Recall the basic rules and aims (inc throwing ball being quicker than running with it) • Hold a bat in the correct way • Strike a ball moving towards receiver • Remain focussed and communicate when fielding • Catch and throw a ball accurately • Begin to make decisions about whether to run or not, clearly communicate this with teammates. **Athletics: Running / Throwing / Jumping** • Run short and long distances, demonstrating appropriate technique, and pacing for each • Jump for height and distance, demonstrating appropriate developing technique for each • Run and jump in combination (e.g. hurdling) • Throw different-sized object, demonstrating appropriate technique for each • Take part in circular relays ***See P.E. Curriculum Overview for more specific information on fundamental movement skills.***	• Recall the aim of a range of specific recognised sports • Begin to recall and follow the formal rules of some recognised sports • Use increasingly complex tactics to attack in simple games (e.g.one-two passing in football or netball/basketball) • Use increasingly complex tactics to defend in simple games (e.g. interceptions in netball) • Use understanding of recognised sports' aims and rules to adjust the way they play the game (e.g. in football, making decision with the aim of either creating or preventing a goal) • Recognise that some tactics for defending will depend on the opposition's tactics for attacking • Adjust tactics for defending depending on opposition's tactics for attacking and vice versa • Work effectively as part of a team, recognising the importance of different roles/positions	• Recognise when an increasingly wide range of skills have been executed effectively • Recall the technique points for an increasingly wide range of skills • Recognise and begin to be able explain why the execution of a skill was effective or not • Recognise and begin to be able explain why the performance in a game was effective or not • Begin to analyse the finer details in the execution of a skill	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **respect** for teammates, opposition, and officials ○ demonstrate **honesty** ○ demonstrate **teamwork**