



‘Learning together, supporting each other’

YEAR GROUP: 3/4 (Ash Class)		TERM: Autumn 1		Key Text: The True Story of the Three Little Pigs The Day I Fell into a Fairytale- Guided Reading	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	The True Story of the Three Little Pigs by John Scieszka				
	Autumn 2 Elm Traditional tales with a twist	Reading -Know that a prediction is a guess using clues. -Know that an inference is a conclusion using reasoning. Writing -Know that onomatopoeia is a word that sounds like what it means, for example, thud, crash, bang and buzz. -Know that fronted adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows. -Know that an adjective is a word that describes a noun. Know the rules of speech. Spelling	Reading -Investigate characters feelings, actions and emotions. -Re-read text, read on and use context and grammar to explain the meaning of unknown words. -Independently choose when to use a dictionary. -Explain the meaning of the text in own words. Writing -Apply the rules of speech to writing. -To use a planned success criterion to deliver writing. -To write a story with the same characters but a different plot. -To proofread, edit and improve writing. Spelling	Reading - Make predictions from a front cover. - Analyse and explore characters. - Make inferences about characters. - Explore vocabulary and understand/explain the meaning of words in context. - To order and sequence events in a story. Writing - To use fronted adverbials - To use adjectives - To use onomatopoeia. - To use dialogue. Spelling -Words where the digraph ‘ou’ makes an /ow/ sound.	-Maple Cycle B Scott of the Antarctic Diary

		- Know words where the diagraph 'ou' makes an /ow/ sound. -Know words where the diagraph 'ou' makes an /u/ sound. -Know words where 'y' makes an 'I' sound. -Know words with the suffix 'ure' -Know words with the prefix 're' -Know words with the prefix 'dis-' -Know words with the prefix 'mis-' -Know words with 'ing', 'ed', and 'er'. -Know with the prefix 'in-' meaning 'not'. -Know with the prefixes 'il', 'im' and 'ir' -Know with the prefix sub. -Know words with the prefix 'inter'	- Learn words where the diagraph 'ou' makes an /ow/ sound. -Learn words where the diagraph 'ou' makes an /u/ sound. -Learn words where 'y' makes an 'I' sound. -Learn words with the suffix 'ure' -Learn words with the prefix 're' -Learn words with the prefix 'dis-' -Learn words with the prefix 'mis-' -Learn words with 'ing', 'ed', and 'er'. -Learn words with the prefix 'in-' meaning 'not'. -Learn words with the prefixes 'il', 'im' and 'ir' -Learn words with the prefix sub. -Learn words with the prefix 'inter' -Learn words with the suffixes 'ate' and 'ion' -Learn words with the suffix '-ly' -Learn words ending in '-lly' -Learn words where 'ch' makes a /sh/ sound.	-Words where the diagraph 'ou' makes an /u/ sound. -Words where 'y' makes an 'I' sound. -Words with the suffix 'ure' -Words with the prefix 're' -Words with the prefix 'dis-' -Words with the prefix 'mis-' -Words with 'ing', 'ed', and 'er'. -Words with the prefix 'in-' meaning 'not'. -Words with the prefixes 'il', 'im' and 'ir' -Words with the prefix sub. -Words with the prefix 'inter' -Words with the suffixes 'ate' and 'ion' -Words with the suffix '-ly' -Words ending in '-lly' -Words where 'ch' makes a /sh/ sound.	
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		-Know words with the suffixes 'ate' and 'ion' -Know words with the suffix '-ly' -Know words ending in '-lly' .			
	Key Vocabulary	Onomatopoeia, adjectives, fronted adverbials, dialogue, predict, infer	Enrichment Opportunities	Traditional stories/fairy tales guided reading unit to accompany this unit.	
	Hammer the Grammar (1 week)				
	Elm Traditional tales with a twist	Writing -Know that nouns are the names of things, objects, people and places. -Know that a verb is a word used to describe an action or state -Know that adjectives are words that describe a noun or pronoun. -Know that adverbs describe a verb. -Know that pronouns describe individuals or groups of people. -Know that prepositions tells you where or when something is.	Writing - To include a range of adverbs in my writing.	Writing -To recap word classes -To investigate adverbs. -To use adverbs in writing.	-Maple Cycle B Scott of the Antarctic Diary
	Key Vocabulary	Nouns, verb, adjectives, adverbs, pronouns, prepositions	Deeper Learning	Creative, individual piece about adverbs which will go on the working wall.	
	Diaries				

	Writing Elm Traditional tales with a twist	Writing -Know a range of features of a diary including the date/time, 1 st person, use past tense, introduction, chronological order, personal feelings/emotions and time conjunctions and adverbials.	Writing -Investigate a range of diaries in different contexts, -Read diaries and annotate features. -Use a success criterion to plan and write a diary entry.	Writing -Read variety of diary entries. -Analyse the features of a diary entry. -Analyse the structure of a diary entry. -Plan a diary. -Write a diary entry from the perspective of the 3 rd pig.	-Maple Cycle B Scott of the Antarctic Diary
	Key Vocabulary	Diary, 1st person, chronological, conjunctions, adverbials		Enrichment Opportunities	- Jane Considine link to “The True Story of the 3 Little Pigs” where the diary is from the perspective of the pig rather than the wolf.
Maths	- Place Value - Addition and Subtraction		Select the files to the right for more detailed guidance.	Aut 1 Place Value Aut 1 Add and Subtract	
Animals including Humans: Digestion and Food Year 3/4A	How does food help animals, including humans, survive and thrive?				
	Animals including humans Elm	-Know the main organs of the digestive system: mouth, teeth, tongue, oesophagus, stomach, small and large intestine. -Know types of human teeth: incisors, canines, premolars , molars. -Know teeth can be damaged by sugary and acidic food. -Know to brush teeth twice a day and visit the dentist. -Teeth of carnivores and herbivores are different for a reason. -Know predators hunt for their foo and prey are animals being hunted. -Produced make their own food. -Know food chains begin with a producer, followed by consumers and arrows to show the energy passed on.	-Select from options which variables will be changed, measured and controlled. -Design simple results tables. -Group based on characteristics and properties. -Suggest how one variable may have affected another. -Use identified patterns to predict new values or trends. -Evaluate what needs changing.	-To describe the function of the human digestive system. -To recognise the different types of teeth and their roles in eating. -To explain how to care for our teeth. -To recognise that differences in teeth relate to an animal’s diet. -To recognise produces, predators and prey in food chains. -To recognise that animal poo can give us clues about digestion, teeth and diet.	Living things and their habitats Yr5
	Key Vocabulary	Canine, control variable, digest, ethics, fair test, incisor, molar, oesophagus, conclusion, digestive system, large intestine, mouth		Enrichment Opportunities	Food chain investigation around the school grounds, identifying producers, consumers and predators

History (Ancient Egyptians)	Why and how did the Ancient Egyptians build pyramids?				(Maple Cycle B) Vikings Shang Dynasty (Elder Cycle B) Mayans
	Local Area (EYFS)	-To know the main social classes in Ancient Egypt with Pharaohs as the upper class and Farmers/Peasants and Slaves at the lower classes.	- To place key events and dates within the history of Ancient Egypt into chronological order and make links between this and other time periods studied.	- To use specialist dates and terms to place topics studied into different periods.	
	Great Fire of London (Y1)	-To know a Pharaoh was the ruler of Ancient Egypt and had absolute power over the land and people.	- To explain the hierarchy of classes in Ancient Egypt.	- To use dates to describe when events happened and compare the duration of events.	
	Victorians (Y2)	-- Slaves were at the bottom of the pile and worked for the Pharaoh. They built the pyramids. Sometimes farmers helped too when the land was too wet.	- To explain who built the pyramids.	- To understand that sources can contradict each other when answering historically valid questions.	
		-To know the Ancient Egyptians built pyramids as giant burial tombs for the pharaohs when they died.	- To explain why pyramids were built for pharaohs.	-To understand sources can contradict each other and there may be different 'claims' made about the past based on this evidence.	
	-To know that inside each of these pyramids are the mummified remains of pharaohs and the items they would need for life after death.	- To explain how pharaohs were mummified and why.	-To use information from a range of sources as evidence about the past (pictures, artefacts, diaries, printed sources, internet databases etc).		
	- To know mummification was the way in which they prepared the body for burial to begin their afterlife.	- To explain how the pyramids were constructed and the tools they used to do so.	- To use a variety of evidence to build a picture of past events, using books and the internet for research.		
	- To know Egyptians used a set square and plumb line and was used to make sure the pyramids were straight and level. We still use this today.				
	-To know that pyramids were made from limestone cut from the ground.				
	-To know that in order to move the heavy stone they used large wooden sleds which they pulled over wet sand.				
	- To know how they got blocks up higher is a mystery but they may have used a combination of ramps and a pulley system to heave the sleds up to the taller heights.				

	Key Vocabulary	Ancient Egypt, pharaoh, ruler, noble, taxes, scribes, soldiers, invaders, farmer, pyramid, river Nile, slaves, mummification, afterlife, canopic jars, limestone, set square, plumb line, ramps, pulley, sled.		Enrichment Opportunities	Class trip to visit Ancient Egypt museum (National Museum Liverpool). Mummify an old teddy/ toy Make model of the pyramids
Geography (Local Area Study)	What can we learn from our local area?				
	-How is our local area different to China? Elm	-To know our county is Lancashire and our local area is Hoghton. -To know Hoghton is a village. -To know a village is a small settlement usually found in a rural area and consists of a church. -To name 5 counties in the UK. -To name and identify key physical and human characteristics of the local area. -To know there are different types of housing (bungalow, semi detached, detached, terraced, flat, apartment) -To know volume of traffic is the number of cars passing a given point on a road.	-To be able to locate counties within the UK. -To locate Lancashire and Hoghton on a variety of maps. -To locate the main rivers in our area (River Darwen and River Ribble) -To use simple co-ordinates as an introduction to grid references. -To participate in a local walk (field study) to identify the types of housing in our local area. -To identify the volume of traffic in our local area. -To sketch maps to design a village which includes essential physical and human features.	-To name and locate counties within the UK. -To locate our county and our local area on a variety of maps. -To locate main rivers in our local area (River Ribble and River Darwen) -To identify key physical and human features of our local area. -To identify the different types of housing on a local walk of the area (fieldwork study) -To explore the traffic in our local area. -To sketch maps to design our own village showing essential features needed in a village.	-Are all settlements the same? Maple
	Key Vocabulary	Village, bungalow, semi detached, detached, terraced, flat, apartment, volume of traffic, rural, county.		Enrichment Opportunities	Local area walk and fieldwork study.
Computing (Basic Skills)	- Type words using letters on a keyboard (Yr2) - Do a simple internet search and follow links	- To crop a photo means to trim or cut back parts of the image. - To rotate is to turn an image around clockwise or anti-clockwise. - Holding down the SHIFT key whilst pressing a letter will make it a capital letter. - Pressing the ‘CAPS LOCK’ key once will make all subsequent letters a	- Know how to turn on a range of devices (iPads, laptops). - Type the appropriate letters / numbers using a physical or digital keyboard. - Locate specific keys on a physical or digital keyboard (Caps Lock and Shift). - Manipulate digital images by cropping and rotating.	- To log onto a laptop independently. - To use passwords to log onto secured apps (e.g., bug club, Rockstar Maths etc.) - To use iPads to capture, locate and save photos in a specified place on the network. - To type words on a keyboard with increasing fluency (and stamina).	- Type using two hands (Yr5). - Copy and paste text (Yr5) - Develop effective search techniques using keywords (Yr5)

	to websites (Yr2). - Open, save and close a file (with support) (Yr2).	capital until the CAPS LOCK key is pressed again. - A keyword is an important word which helps us search for a particular web page or topic. - Know how to turn on a range of devices (iPads, laptops). - Type the appropriate letters / numbers using a physical or digital keyboard. - Locate specific keys on a physical or digital keyboard (Caps Lock and Shift). - Manipulate digital images by cropping and rotating. - To log onto a laptop independently. - To use passwords to log onto secured apps (e.g., bug club, Rockstar Maths etc.) - To use iPads to capture, locate and save photos in a specified place on the network. - To type words on a keyboard with increasing fluency (and stamina). - To create capital letters with the 'caps lock' key. - To use child friendly search engines for independent research. - To select and use keywords in a search engine. - To create capital letters using the SHIFT key. - To edit, crop and rotate photos. - To locate, open and edit a saved file then resave. - Type using two hands (Yr5).	- To log onto a laptop independently. - To use passwords to log onto secured apps (e.g., bug club, Rockstar Maths etc.) - To use iPads to capture, locate and save photos in a specified place on the network. - To type words on a keyboard with increasing fluency (and stamina). - To create capital letters with the 'caps lock' key. - To use child friendly search engines for independent research. - To select and use keywords in a search engine. - To create capital letters using the SHIFT key. - To edit, crop and rotate photos. - To locate, open and edit a saved file then resave. - Type using two hands (Yr5). - Copy and paste text (Yr5) - Develop effective search techniques using keywords (Yr5)	- To create capital letters with the 'caps lock' key. - To use child friendly search engines for independent research. - To select and use keywords in a search engine. - To create capital letters using the SHIFT key. - To edit, crop and rotate photos. - To locate, open and edit a saved file then resave.	
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		- Copy and paste text (Yr5) - Develop effective search techniques using keywords (Yr5)			
	Key Vocabulary	Crop, rotate, image, Shift Key, Caps Lock, keyword, capture, search engine, edit.	Enrichment Opportunities	-Publish a piece of writing from English lessons and display in the library.	
PSHE (My healthy Self)	How can I take care of my mind and body?				
	Cycle B- Year 2- My Healthy Self- How can we look after our bodies?	-Know that many different feeling words can be used to identify and describe emotions. -Know that happiness is associated with confident/hopeful, sadness with disappointed, fear with nervous, anger with frustrated/jealous/guilty and surprise with curious. -Know feelings and behavioural responses to a situation may differ from those of others. -Know feelings can feel stronger or weaker depending on the situation. - Know that emotions and feelings can affect thoughts, decisions and behaviour. - Know that recognising and talking about feelings and emotions early can help us stay in control of our behaviour. -Know that taking care of own feelings is part of staying healthy. -Know many people can struggle with their feelings and know some of the signs. -Know trusted adults are there to help. -Know seeking help early can make a significant different. - children need 9-12 hours of sleep. -Poor sleep can affect concentration/mood.	- Use nuanced language to discuss emotions and feelings. - Recognise changes in their body that happen with different emotions. - Noticing when others might be feeling strong feelings. -Identify who they would speak to for support about their feelings. -Recognising habits that are conducive to a good night's sleep. - Describe how bullying could negatively affect someone's feelings. - Reflect on how people who are bullied might think and feel. - Describe how different activities make their body feel. -Recognising and explaining some of the benefits of being physically active.	-Describe how our minds and bodies are connected. -Describe physical factors that can influence how a person feels. -Explain why sleep is important to maintain good mental and physical health. -Explain that emotions affect actions and decisions. -Describe ways to manage difficult emotions. -Recognise signs that someone needs help. -Identify trusted adults and appropriate adults.	Cycle B- My healthy self: How can I support my mind and body as I grow?

	Key Vocabulary	Mind, respect, health, mood, routine, support, trust team	Enrichment Opportunities	Yoga or mindfulness workshop, teaching breathing exercises and simple relaxation techniques	
Physical Education	Net and Wall				
	Year 2 To learn how to strike a ball with accuracy.	-To know different types of throws. -To know effective body positions for throwing (stand opposite leg forward to throwing arm). -To know the positions needed for a striking game. -To know how to use space to your advantage.	-Use differing throws for a purpose. -Use two hands in a glove position to catch balls from height. -To begin to use tactics when striking a ball, looking for space.	-To explore different throwing actions. -To consolidate catching skills. -To be able to strike a ball with hand or small bat. -To begin to use a racket for striking. -To be able to control a ball using a racket.	Year 5 To develop range in striking.
	Key Vocabulary	Ball, shuttlecock, net, throw (overarm and underarm), bat, racket, strike, catch.	Enrichment Opportunities	Interschool competition with Year 5 (mixed teams).	
	Swimming				
French (Age and Numbers)	Year 3 Age and Numbers	-Know how use number words in sentences. -Know how to ask how old someone is. -To know how to say their age. -To know and repeat different songs about numbers 0-10. -To know the French numbers from 0-10. -To know the French vocabulary for numbers 0-10 to be able to match to pictures. -To know, read and repeat French rhymes about numbers to 20. -To know the French numbers from 10-20. -To know French phrases to be able to ask questions about what age someone is.	- To listen to and repeat songs. - To explore patterns and sounds of language through song. - To identify the meaning of vocabulary by matching pictures and words. - To understand the meaning of simple pictures and attempt to respond. - To listen to, read and repeat rhymes. - To explore patterns and sounds of language through rhyme. - To ask and answer simple questions to give basic information, e.g. age. - To write simple, familiar phrases within a sentence writing frame.	-To understand the French vocabulary for my own age and for numbers 0-10. -To know the French vocabulary and phrase to ask how old someone is. -To listen and sing songs in French recalling numbers 0-10. -To develop accurate pronunciation and intonation when saying French numbers and phrases. -To be able to match the French vocabulary for the correct number. -To be able to respond verbally to related pictures of numbers 0-10 in French. -To understand and identify the French vocabulary for numbers 10-20. -To listen and sing songs in French recalling numbers 10-20. -To be able to read phrases to ask simple questions about how old they are. ava-To speak in sentences, using familiar vocabulary, phrases and respond to questions.	Year 4 To know the French numbers from 10-20. Year 5 To know the French numbers from 20-30. - To know the French alphabet

	Key Vocabulary	Quel âge as-tu?, zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt	Enrichment Opportunities	To create classroom display on numbers to 20 in French.	
Religious Education (Hindu Dharma)	What might a Hindu learn through celebrating Diwali?				
	Elm- Hindu Dharma How might people express their devotion?	-To know that the story of Rama and Sita teaches us that with persistence and dedication, goodness will win over bad. -To know Rama represents the ideal of dharma, which is the moral and ethical code that guides human behaviour. He is known for his adherence to dharma, even when it meant going into exile, and for his commitment to fairness and justice. Sita represents the ideal of devotion and loyalty, as well as the ideal of the perfect wife. -To know that an avatar, in Hinduism, is the incarnation of a deity in human or animal form to counteract an evil in the world. -To know that Diwali is also known as the Festival of Lights. -To understand that people light lamps at Diwali to show that light is more powerful than darkness, and good is more powerful than evil. Diwali also celebrates new beginnings.	-To list examples of where we might see ‘goodness’ in the world. -To collect images that could be used as a symbol of goodness. -To discuss examples of people who have overcome difficulties and could be described as sources of light, hope and goodness for others. -To reflect on our own concept of ‘goodness’ -To discuss what gives them hope during difficult times -To use subject specific language to describe how and why Hindus celebrate Diwali.	-To discuss the importance of the belief that good overcomes evil. -To suggest people, words or stories that might be inspiring when trying to overcome difficulties in life -To retell the story of Rama and Sita. To be able to describe what moral guidance Hindus might gain from the story of Rama and Sita. -To describe the roles and life of the deity Vishnu (the protector and preserver). To Investigate Hindu beliefs about avatars – living forms of Vishnu who come to earth 1 times of trouble to defeat evil and restore dharma. -To understand how Hindus in the UK celebrate Diwali. -To explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil.	Maple- Hindu Dharma Why is family an important part of Hindu life?
	Key Vocabulary	Hindus, goodness, evil, Rama, Sita, protector, Diwali, light.	Enrichment Opportunities	To create a class display about Diwali or plan and celebrate a Diwali Day.	