

English

Prior Learning: Year 3 – Using inverted commas to show speech. Introduction of descriptive devices. Using punctuation correctly, including capital letters, full stops, commas in a list, exclamation marks and question marks.

Narrative

Balanced argument

Grammar

- Dialogue
- Onomatopoeia
- Metaphor and similes
- Expanded noun phrases
- Pathetic fallacy
- Adverbials
- Short sentences
- Alliteration

Punctuation

- Inverted commas
- Exclamation marks
- Commas after fronted adverbials
- Accurate use of punctuation previously taught

Spellings

- Homophones or near homophones.
- The prefix 'in-'
- The prefix 'it-', 'im-' and 'ir-'
- The prefix 'sub-'
- The prefix 'inter'
- The suffix '-ation'.

Reading

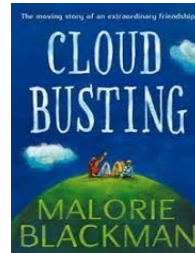
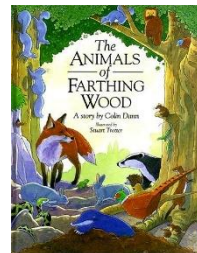
Prior Learning:
Y3 - Introduction of VIPERS skills.

Class Novel:

Podkin One-Ear
by Kieran Larwood



Wider Reading Across The Curriculum:
The Animals of Farthing Wood
Cloud Busting



Vocabulary	Development of skills across a range of genres and through the curriculum.
Inference	
Prediction	
Explain	
Retrieve	
Summarise	

Development of reading accuracy and fluency across a range of age appropriate texts.

Maths

Prior Learning: Year 3 – Place Value – Represent and partition numbers up to 1,000. Partition numbers up to 1,000. Order and compare numbers to 1,000. Year 3 – Addition and subtraction – Add and subtract 1s, 10s and 100s. Add and subtract two 3-digit numbers with no exchange, one exchange and more than one exchange

Number: Place Value

- Representing numbers to 1,000 and 10,000
- Partitioning numbers to 1,000 and 10,000
- Thousands
- Finding 1, 10, 100 and 1,000 more/less
- Number line to 10,000
- Comparing and ordering numbers to 10,000
- Roman numerals
- Rounding to the nearest 10, 100 or 1,000



Number: Addition and Subtraction

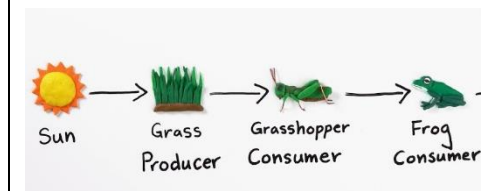
- Add and subtract 1s, 10s, 100s and 1,000s
- Add and subtract up to two 4-digit numbers with no exchange, one exchange and more than one exchange
- Estimating answers
- Checking strategies

Science

Prior Learning: Year 3 - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Animals including humans

- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey
- Recognise that environments can change and that this can sometimes pose dangers to living things
- Recognise that living things can be grouped in a variety of ways



PSHE	French	Art	Computing
<u>Prior learning:</u> Year 3 - Recognising my worth and identifying positive things about myself and my achievements. Setting personal goals. Facing new challenges positively, making responsible choices and asking for help when I need it. <u>Being Me in My World</u> 1) Our learning charter ➔ Recapping our learning charter 2) Becoming a class team ➔ Knowing my attitudes and actions make a difference to the class team 3) Being a school citizen ➔ I understand who is in my school community, the roles they play and how I fit in 4) Rights, responsibilities and democracy ➔ I understand how democracy works through the School Council 5) Rewards and consequences ➔ I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them 	<u>Prior learning:</u> Year 3 - Introduction to basic French words, such as numbers and colours. Pronunciation skills and how to introduce yourself. <u>Presenting Myself</u> ➤ Count to 20 ➤ Say their name and age ➤ Say hello and goodbye, and then ask how somebody is feeling and answer how they are feeling. ➤ Tell you where they live ➤ Tell you their nationality and understand basic gender agreement rules 	<u>Prior learning:</u> Year 3 - Develop patterns / marks with contrasting grades of pencil exploring the difference between a 2B and HB pencil <u>Line Drawing</u> <u>Artist Focus: Stephen Wiltshire</u> ➤ Analysing contemporary artwork ➤ Develop an identified element of their work e.g. line drawing ➤ Develop intricate patterns and marks with different grades of pencil. ➔ Explore the effects of the range of grades of pencils ➤ Use sketchbook for planning and refining ideas. Make good choices of resources and references to help develop ideas. 	<u>Prior learning:</u> Year 3 - Recognise what is acceptable/unacceptable behaviour from a given scenario. <u>The Internet</u> Recognising the internet as a network of networks including the www, and why we should evaluate online content. 

Geography	PE	RE	Music
Prior learning: Year 3 - Year 3 – Investigation into the countries, cities and geographical features of the UK and their region My region and the South Aegean Key Question: What are the similarities and differences between my region and the South Aegean, Greece? Substantive knowledge: Locational Knowledge, Place Knowledge, Human Geography, Physical Geography ➤ How is the world represented on maps and globes? ➤ What are the key features of the UK and my region? ➤ What are Europe's human and physical features, including countries and capital cities? ➤ What are Europe's human and physical features, including countries and capital cities? ➤ What are earthquakes, and how do they occur? ➤ What are volcanoes, and how do they occur? ➤ What are the key physical features of the South Aegean region, and how do they compare to my region? ➤ What are the key settlements in the South Aegean region, and how do they compare to my region? ➤ What are the similarities and differences between my region and the South Aegean region?	Prior learning: Year 3 - Keep possession of a ball. Identify and follow the rules of games. Choose and use simple tactics to suit different situations. Competitive Games: Football and Netball ➤ Identify and follow the rules of games. ➤ Choose and use effective tactics to suit different situations. ➤ Use accurate passing technique and possession techniques in a game. ➤ Evaluate themselves and others, using a range of feedback for strengths and next steps to achieve their personal best. ➤ Communicate feedback effectively.	Prior learning: Year 3 – Expressing joy – what does this mean to us? Being Thankful – what are we thankful for and why? Expressing Joy ➤ Diwali – story and celebration ➔ Are happiness and joy the same thing? When and where can people of faith show joy/happiness? ➔ When and where can people from Hindu families show joy/happiness? ➔ When and where can people from Hindu families find joy? Being Thankful ➤ Harvest ➤ Naming ceremonies ➤ Parents as a gift ➤ Sacredness of cows ➔ When and why do believers say “thank you” to God for food? ➔ How and why do other traditions say thank you? ➔ When and why do Christians say thank you to God for food? ➔ How can they show thankfulness for food? ➔ Why do believers say “Thank you” for parents and carers?	Prior learning: Year 3 - Play a rhythmical pattern on an instrument clearly Beginning to show an awareness of volume and tempo when performing with others. Clarinet, Violin and Drums ➤ Play a rhythmical melody on an instrument, exploring pitch. ➤ Adapting volume and tempo when performing with others. ➤ Improvise and compose simple rhythms using Y4 notes ➤ Listen to and repeat rhythms with a steady pulse using a rest. ➤ Crochets, minims, semibreves, stave and crotchet rests ➤ Know the duration of the Y4 notes ➤ Show appreciation for music, discussing how music makes us feel. ➤ Describe how a piece of music changes throughout using musical vocabulary: • Dynamics – piano, forte • Tempo – fast, moderate, slow • Timbre – gentle, harsh ➤ Listen and respond to a range of music, discussing how music has changed throughout history.