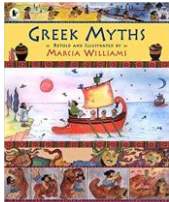
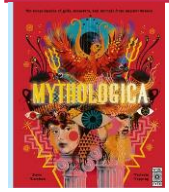
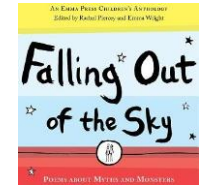

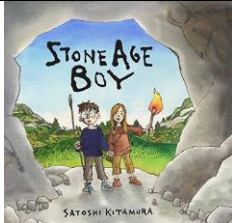
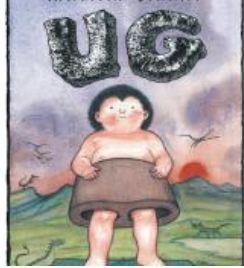
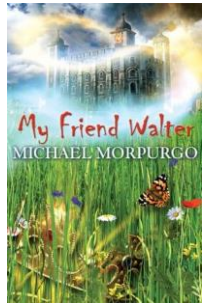
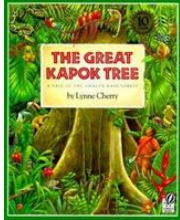

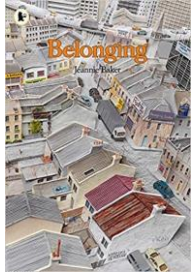
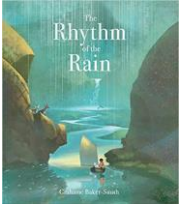


Years: LKS2 Years 3/4

Year A

Classes: 6, 7, 8

HEAD: Dream Big		HEART: Believe with all your heart		HANDS: Achieve great things		
Technology then and now		Brilliant Britain		Rivers: Near and Far		
Wider Experiences	Greek Cooking	MOSI and Manchester Visit	Stone Age Visitor	Ordsall Hall	Chester Zoo	Burrs visit./ Town Centre Walk
Big Topic Question	What did the ancient Greeks do for us?	"And on the eighth day, God created Manchester" – but what makes this city so special?	Who first lived in Britain?	Henry VIII – tyrant or true leader?	Could you survive in the Amazon Rainforest?	What makes Bury Brilliant?
Key Texts	  		 		 	 
English knowledge and skills	<p>Writing: Greek myths (narrative to entertain), performance poetry (to entertain), double page spread – to inform.</p> <p>Reading: Retrieve and record information from nonfiction, using titles, headings, sub-headings (r) Draw inferences (I) Discuss words and phrases that capture the imagination. (V)</p>	<p>Writing: Diary and first person recount (to entertain) Explanation text (DT and Science link) (to inform) poetry – to entertain</p> <p>Reading: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1 feelings, thoughts and motives from their</p>	<p>Writing: Text genres: stories in a historical settings (to entertain and inform) Double page spread (to inform)</p> <p>Reading: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1) Apply a growing knowledge of root words, prefixes and suffixes</p>	<p>Writing: Formal persuasive letters (to persuade), newspaper reports (to inform), diary entries (to entertain)</p> <p>Reading: Retrieve and record information from nonfiction, using titles, headings, sub-headings (r) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1)</p>	<p>Writing: Text genres: persuasive arguments (to persuade), non-chronological reports (to inform), rhyming verse – to entertain</p> <p>Reading: Retrieve and record information from nonfiction, using titles, headings, sub-headings (r) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences</p>	<p>Writing: Text genres: explanation texts (to inform), setting contrasts and narrative (to entertain)</p> <p>Reading: Retrieve and record information from nonfiction, using titles, headings, sub-headings (r) Summarise key points drawing of information from over a number of</p>

inform
entertain
persuade

	<p>Identify recurring themes and elements of different stories. (S) Apply a growing knowledge of root words, prefixes and suffixes Recognise some different forms of poetry.</p> <p>Grammar: Ready to write (recap of key objectives from previous year group 2/3 – Autumn 1)</p>	<p>actions, and justifying inferences with evidence. (1) Retrieve and record information from nonfiction, using titles, headings, sub-headings (R) Summarise key points drawing of information from over a number of paragraphs (S) Apply a growing knowledge of root words, prefixes and suffixes</p> <p>Grammar: Year 3 – determiners and conjunctions, Year 4 – pronouns and fronted adverbials</p>	<p>Explain and discuss understanding of reading (e) Recognise some different forms of poetry. Make informed predictions linked to prior reading and knowledge (P)</p> <p>Grammar: Year 3 – adverbs and prepositions, Year 4 – apostrophes and speech</p>	<p>Apply a growing knowledge of root words, prefixes and suffixes Explain and discuss understanding of reading (e). Summarise key points drawing of information from over a number of paragraphs (S) Make informed predictions linked to prior reading and knowledge (P)</p> <p>Grammar: Year 3 –speech and tenses, Year 4 – noun phrases and suffixes</p>	<p>with evidence. (1) Apply a growing knowledge of root words, prefixes and suffixes Explain and discuss understanding of reading (e) Recognise some different forms of poetry.</p> <p>Grammar: Year 3 nouns, paragraphs, Year 4 – standard English and paragraphs</p>	<p>paragraphs (S) Make informed predictions linked to prior reading and knowledge (P) Draw inferences</p> <p>Grammar: year 3 – word families, prefixes. Year 4 – suffixes and morphology</p>
Mathematical knowledge and skills	<p>Place Value, Addition and Subtraction (Reasoning, PS and measurement throughout)</p> <p>Year 3 – recognise PV in numbers up to 100 Compare and order numbers up to 1000 Identify and represent numbers up to 1000 Add 3 digits, plus 1s,10s,100s Subtract 1s,10s and 100s from 3 digit numbers</p> <p>Year 4 – count in 7,9, 25 and 1000s Negative numbers 1000 more and 1000 less Compare numbers beyond 1000 State place value in 4 digit numbers Rounding to nearest 10,100,1000 Add and subtract up to 4 digits column methods</p>	<p>Addition, Subtraction and PV (Reasoning, PS and measurement throughout)</p> <p>Year 3 - TO's + TO's – crossing 10s boundary TO's and TO's crossing 100 boundary Adding up to 3 digits – mental strategies</p> <p>Multiplication and division Count in 4s,8s and 50s from a given number X3, X4 and X8 multiplication facts and corresponding division facts</p> <p>Year 4 – x 3 single digits together Recognise all multiplication and division facts – 7,8,9,12 X and divide by 1 and 0 Add and subtract up to 4 digits column methods Check with inverse operation –</p>	<p>Fractions/Geometry and Time (Reasoning, PS and measurement throughout)</p> <p>Year 3 - Finding fractions of shapes and amounts Recognise and use fractions numbers Compare and order fractions with like denominators Types of lines, properties of 2D and 3D shapes Recognise turns and right angles Read analogue clocks and those using roman numerals</p> <p>Year 4 - multiply and divide by 10 and 100 Decimal equivalence tenths and hundredths Rounding and comparing decimals Equivalent fractions Mixed number and improper fractions</p>	<p>All 4 operations (Reasoning, PS and measurement throughout)</p> <p>Year 3 – Addition of 3 digit multiple of 10, division with remainders Year 4 – fractions of quantities and amounts Decimals and tenths, hundredths equivalence Addition and subtraction of fractions with same denominators across one whole</p>	<p>Fractions, statistics and Addition and subtraction (Reasoning, PS and measurement throughout)</p> <p>Year 3 –compare and order fractions, add and subtract fractions within one whole Bar charts, pictograms and tables Column methods HTO +/-HTO</p> <p>Year 4 Factor pairs Written methods for TO X O and HTO X O TO divided by O with remainders Hours to minutes, weeks to months, days to weeks Roman numerals up to C and convert analogue and 24 hour clock</p>	<p>Multiplication, division and Time (Reasoning, PS and measurement throughout)</p> <p>Year 3 – read and write analogue time to the nearest minute 12 and 24 hour clock TO X O TO divided by O</p> <p>Year 4 Bar charts, time graphs and pictograms – read and interpret Addition and subtraction up to 4 digits with decimals Fraction and decimal equivalents – tenths and hundredths recap</p>
Religion	<p>People - Called</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • Our family trees – Explore • The family of God in 	<p>Called - Community</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • The response to being chosen – Explore • Confirmation: a call to witness – Reveal 	<p>Community - Giving & receiving</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • Belonging to a community – Explore • The life of the local Christian 	<p>Self-Discipline</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • Giving and receiving every day – Explore • The Eucharist challenges and enables living and growing in 	<p>New Life - Building Bridges</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • How good news brings life – Explore • The new life of the Easter message is spread through the 	<p>Building Bridges - God's People</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • Building bridges of friendship – Explore

	<p>Scripture – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • The gift of love and friendship – Explore • Advent and Christmas: The Church’s seasons of preparing to receive God’s gift of love and friendship in Jesus – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>community – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>communion – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • Self-discipline is important – Explore • Celebrating growth to new life through self-discipline – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>power of the Holy Spirit – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<ul style="list-style-type: none"> • The importance of admitting wrong and being reconciled with God and one another – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>
SMSC – Caritas in Action	Family and Community	Solidarity and the Common Good	Rights and responsibilities	Option for the poor and vulnerable.	The dignity of work	Stewardship
Dignity of the Human Person						
<p>Scientific knowledge and skills</p> <p>Key Scientific Enquiry Observing over time Pattern seeking Research Identifying & classifying Comparative tests Fair Tests</p>	<p>States of matter How do materials change?</p> <p>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>- Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Y4)</p> <p>Distinguish between an object and the material from which it is made</p> <p>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>Electricity – How could we cope without electricity for one day?</p> <p>- Identify common appliances that run on electricity</p> <p>- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>- Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>How are fossils formed?</p> <p>-Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>- Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>-Recognise that soils are made from rocks and organic matter (Y3)</p>	<p>Animals including humans</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>-Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>Why are plants so powerful?</p> <p>-Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>- 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 (Y3)</p>	<p>Animals including humans. How can Usain Bolt move so quickly?</p> <p>-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</p> <p>-Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Y3)</p>

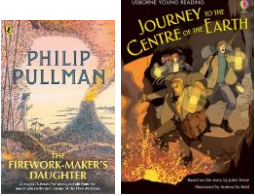
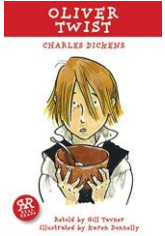


	<ul style="list-style-type: none"> - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties (Y3) 					
<p>Historical geographical knowledge and skills</p> <p>Geographical skills and fieldwork</p> <p>Locational Knowledge</p> <p>Human and Physical</p> <p>Place Knowledge</p>	<p>History</p> <p>Ancient Greece – A study of Greece</p> <p>--recognise the shape of continents</p> <p>-understand why there are similarities and differences between places</p> <p>- identify physical and human features of the locality</p> <p>- explain about weather conditions/patterns around the UK and parts of the Europe</p> <p>use historic terms related to the period of study (chronological understanding)</p> <p>place some historical periods in a chronological framework (chronological understanding)</p> <p>use a variety of resources to find out about aspects of life in the past (historical enquiry)</p>	<p>Geography</p> <p>A city study – Manchester</p> <p>-know how the locality is set within a wider geographical context</p> <p>-identify where countries are within the UK and the key topographical features</p> <p>- name and locate the cities of the UK (revision)</p> <p>-understand why there are similarities and differences between places</p> <p>-develop an awareness of how places relate to each other</p>	<p>History</p> <p>Who first lived in the UK? Stone Age – Iron Age.</p> <p>-use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</p> <p>-use historic terms related to the period of study (chronological understanding)</p> <p>-understand that sources can contradict each other (historical interpretations)</p>	<p>History</p> <p>Tudors – Monarchy, religious conflicts</p> <p>-place some historical periods in a chronological framework (chronological understanding)</p> <p>- use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</p> <p>- communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</p> <p>- use historic terms related to the period of study (chronological understanding)</p> <p>- understand that sources can contradict each other (historical interpretations)</p> <p>- use a variety of resources to find out about aspects of life in the past (historical enquiry)</p>	<p>Geography</p> <p>The Amazon – Study of South American Country</p> <p>-recognise the shape of continents</p> <p>- Identify the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p>-identify where countries are within the UK and the key topographical features</p> <p>-name and locate the cities of the UK</p> <p>-Locate Bury and local features</p> <p>-identify physical and human features of the locality</p> <p>-use an increasing range of common words and phrases relating to the passing of time (chronological understanding) (y3)</p> <p>know about the wider context of places – region, country, continent. Locate North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and cities</p> <p>-Know and use the 8 points of a compass</p> <p>- Begin to explore features on OS maps using 6 figure grid</p>	<p>Geography</p> <p>River Irwell: River Study</p> <p>-understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland.</p> <p>-measure straight line distances using the appropriate scale</p> <p>use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) (Y4)</p> <p>know how the locality is set within a wider geographical contexts</p> <p>draw accurate maps with more complex keys</p> <p>- plan the steps and strategies for an enquiry – local area study (Y4) 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,</p>

					references	and plans
Computing Knowledge and skills	Computer Science Year 3 Program Event Object Sequence Concurrency Values <i>Reinforced:</i> Command Algorithm Bug Debug Year 4 For Loop Loop Forever Loop Until/While Functions Automation Efficiency <i>Reinforced:</i> Sequence Concurrency	Robotics Year 3 Loop (for, forever) Robot Angles/Degrees Aim Wait & Continue Draw Canvas Block Canvas LED Year 4 Functions (name, define, call) Delay Sensor <i>Reinforced:</i> Loops (for, forever, until, while) Angles/Degrees	E-Safety + ICT Year 3 Consent Ownership/CopyrightOpinions/ Beliefs Social Media Reputation Year 4 Scepticism Opinion Critical Supervision Creative Rights	Digital Literacy Year 3&4, Year A Building Designing Editing Sharing Shading Software Alignment Year 3&4, Year B Code Algorithm Sequence Command Import Program Event Object Direct Coordinate	ICT + Social Year 3 Spreadsheet Cells Rows Columns Data Formatting Presentation Slides Layers Year 4 Pre-defined Formula Data Type Multi-category Axis SUM function Pie Chart Theme Year A <i>Person of focus:</i> Ada Lovelave <i>Additional coverage:</i> Representation Societal Restrictions	Cross-Curricular Your Technola instructor will liaise with class teachers during Summer One to suggest ways of enhancing in-school topics with technology. Previous modules include using computer aided design (CAD) software to recreate Ancient Greek architecture, creating realistic Tudor portraits using photo editing software, and building World War Two warships within Minecraft.
MFL knowledge and skills	Getting to know the class Greetings and feelings, Asking and answering questions, Numbers to 10, Colours, School signs	Days in the town Days & months, Colours Listening and responding to target language Practising sounds Shops in towns Finding out where a place is Respond to simple questions	Alien family and other animals Exploration of nouns (singular /plural and gender) Animal nouns Colours as adjectives Family Members Asking likes and dislikes questions and answer	Aliens, physical puppets and performance Counting Colours Personal information Questions and answers Body part nouns Using colours adjectives Speaking and writing simple descriptive sentences	Ice creams, fruit and vegetable flavours Polite requests Listening and responding Following and performing a dialogue Fruits Ice creams, Following, joining in and performing a story	Going on a jungle journey Following, joining in and performing a story Speaking and writing simple descriptive sentences Counting Colours Personal information questions and answers Body part nouns Place nouns and phrases
<p>Sound Spelling: Can match sounds to familiar written words can pronounce familiar words and some new words accurately. Listening: Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases Speaking: Can ask and answer simple questions and give basic information and can pronounce familiar words and some new words accurately.</p>						

	<p style="text-align: center; color: red;">Reading: Can understand simple written phrases. Can match sounds to familiar written words</p> <p style="text-align: center; color: red;">Writing: Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p>																						
Art and DT knowledge and skills DT knowledge and skills	Art & Design			Design & Technology			Art & Design			Design & Technology			Art & Design			Design & Technology							
	<p>Sculpture and 3D: Mega materials (omit lesson 4) - Learning about the work of inspirational sculptors, children create personal responses and make choices about techniques and materials such as recycled materials and clay. Drawing: Power prints (omit lesson 1) - Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p>			<p>Digital world: Electronic charm Designing, coding, making and promoting a Micro:bit electronic charm to use in low-light conditions. Children develop their understanding of programming to monitor and control their products.</p>			<p>Drawing: Growing artists (omit lesson 3) Inspired by botanical drawings, pupils explore the techniques of artists such as Georgia O'Keefe and traditional Chinese painters to draw natural forms.</p> <p>Painting and mixed media: Prehistoric painting (omit lesson 5) - investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>			<p>Structures: Constructing a castle Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.</p>			<p>Craft and design: Fabric of nature Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.</p>			<p>Structure: Pavilions Exploring pavilion structures, children learn about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.</p>							
Musical knowledge and skills																							
P.E. knowledge and skills	<p>Gymnastics and Dance</p> <p>-perform dances using a range of movement patterns - develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics</p>						<p>Invasion Games</p> <p>perform dances using a range of movement patterns -play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for attacking and defending</p>				<p>Striking and Fielding</p> <p>-use running, jumping, throwing and catching in isolation and in combination -take part in outdoor and adventurous activity challenges both individually and within a team</p>			<p>Athletics: Net & Wall</p> <p>- develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics</p>			<p>Athletics: OAA</p> <p>-develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics</p>						
PSHCE	<p style="text-align: center;">Autumn: Living in the wider world</p>						<p style="text-align: center;">Spring: Relationships</p>						<p style="text-align: center;">Summer: Health and Well-being</p>										
	Year 3		The value of rules and laws; freedoms and responsibilities		How the internet is used; assessing information online		Different jobs and skills; job stereotypes; setting personal goals		Year 3		What makes a family; features of family life		Personal boundaries; safely responding to others; the impact of hurtful		Recognising respectful behaviour; the importance of self-respect;		Year 3		Health choices and habits; what affects feelings; expressing feelings		Personal strengths and achievements; managing and reframing setbacks		Risks and hazards; safety in the local environment and unfamiliar places

RSE	Year 4	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe			behaviour	courtesy and being polite					
	Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively									
	Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life									
	Autumn II LKS2 Module 1, Unit 1 Session 1: Get Up!				Spring I LKS2 Module 2, Unit 2 Session 1: Friends, Family and Others				Summer I or II LKS2 Module 3, Unit 1 Session 1: A Community of Love				
	Session 2: The Sacraments				Spring II LKS2 Module 2, Unit 3 Session 1: Sharing Online				Session 2: What is the Church?				
	LKS2 Module 2, Unit 1 Story Sessions: Jesus, My Friend				Session 2: Chatting Online				Session 1: How Do I Love Others?				
					Session 4: Drugs, Alcohol and Tobacco								

St. Joseph and St. Bede R.C. Primary		Yearly Curriculum Plan B	
Years: LKS2 Years 3/4		Year B	
HEAD: Dream Big		HEART: Believe with all your heart	
HANDS: Achieve great things			
Our Dangerous Earth		Our Changing Earth	
		Our Innovative Earth	

Wider Experiences	Google Experiences – 3D Volcano	Roman Soldiers from Grosvenor Museum	Bury Police Station	Recycling Plant Trip: Bolton	Bolton Museum: Egyptology Gallery	Titanic Day – cross curricular experience
Big Topic Questions	What makes the earth so angry?	Why were the Romans so powerful and what did they do for us?	Does the punishment fit the crime?	How has our Earth changed over time?	Were the Egyptians expert inventors?	Why was the voyage on this ‘masterful ship’ so fatal?
Key texts						
<p>English knowledge and skills</p> <p>inform entertain persuade</p>	<p>Text Genres: Poetry, narrative settings, character descriptions (Purpose – to entertain) Non chron report (to inform)</p> <p>Reading: Retrieve and record information from nonfiction, using titles, headings, sub-headings (r) Draw inferences (I) Discuss words and phrases that capture the imagination. (V) Identify recurring themes and elements of different stories. (S) Apply a growing knowledge of root words, prefixes and suffixes Recognise some different forms of poetry.</p> <p>Grammar: Ready to write (recap of key objectives)</p>	<p>Text Genres: escape narrative settings, acrostic poems, (to entertain) letters in role (to persuade)</p> <p>Reading: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1) Retrieve and record information from nonfiction, using titles, headings, sub-headings (R) Summarise key points drawing of information from over a number of paragraphs (S) Apply a growing knowledge of root words, prefixes and suffixes</p> <p>Grammar: Year 3 – determiners and conjunctions, Year 4 – pronouns and fronted adverbials</p>	<p>Text Genres: recount, non chronological reports (to inform) and letters in role (to persuade)</p> <p>Reading: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1) Apply a growing knowledge of root words, prefixes and suffixes Explain and discuss understanding of reading (e) Recognise some different forms of poetry.</p> <p>Grammar: Year 3 – adverbs and prepositions, Year 4 – apostrophes and speech</p>	<p>Text Genres: setting descriptions (to entertain), persuasive letters to MP (to persuade)</p> <p>Reading: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1) Apply a growing knowledge of root words, prefixes and suffixes Explain and discuss understanding of reading (e) Summarise key points drawing of information from over a number of paragraphs (S)</p> <p>Grammar: Year 3 –speech and tenses, Year 4 – noun phrases and suffixes</p>	<p>Text Genres: playscripts (to entertain), narratives (to entertain), non chron report (to inform)</p> <p>Reading: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1) Apply a growing knowledge of root words, prefixes and suffixes Explain and discuss understanding of reading (e) Recognise some different forms of poetry.</p> <p>Grammar: Year 3 nouns, paragraphs, Year 4 – standard English and paragraphs</p>	<p>Text genres: Newspaper reports (to inform), biography (to inform) diary in role (to inform and entertain)</p> <p>Reading: Make informed predictions linked to prior reading and knowledge (P) Summarise key points drawing of information from over a number of paragraphs (S) : Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1) Explain and discuss understanding of reading (e)</p> <p>Grammar: year 3 – word families, prefixes. Year 4 –</p>

	from previous year group 2/3 – Autumn 1)					suffixes and morphology
Mathematical knowledge and skills	<p>Place Value, Addition and Subtraction (Reasoning, PS and measurement throughout)</p> <p>Year 3 – recognise PV in numbers up to 100 Compare and order numbers up to 1000 Identify and represent numbers up to 1000 Add 3 digits, plus 1s,10s,100s Subtract 1s,10s and 100s from 3 digit numbers</p> <p>Year 4 – count in 7,9, 25 and 1000s Negative numbers 1000 more and 1000 less Compare numbers beyond 1000 State place value in 4 digit numbers Rounding to nearest 10,100,1000 Add and subtract up to 4 digits column methods</p>	<p>Addition, Subtraction and PV (Reasoning, PS and measurement throughout)</p> <p>Year 3 - TO's + TO's – crossing 10s boundary TO's and TO's crossing 100 boundary Adding up to 3 digits – mental strategies</p> <p>Multiplication and division Count in 4s,8s and 50s from a given number X3, X4 and X8 multiplication facts and corresponding division facts</p> <p>Year 4 – x 3 single digits together Recognise all multiplication and division facts – 7,8,9,12 X and divide by 1 and 0 Add and subtract up to 4 digits column methods Check with inverse operation –</p>	<p>Fractions/Geometry and Time (Reasoning, PS and measurement throughout)</p> <p>Year 3 - Finding fractions of shapes and amounts Recognise and use fractions numbers Compare and order fractions with like denominators Types of lines, properties of 2D and 3D shapes Recognise turns and right angles Read analogue clocks and those using roman numerals</p> <p>Year 4 - multiply and divide by 10 and 100 Decimal equivalence tenths and hundredths Rounding and comparing decimals Equivalent fractions Mixed number and improper fractions</p>	<p>All 4 operations (Reasoning, PS and measurement throughout)</p> <p>Year 3 – Addition of 3 digit multiple of 10, division with remainders Year 4 – fractions of quantities and amounts Decimals and tenths, hundredths equivalence Addition and subtraction of fractions with same denominators across one whole</p>	<p>Fractions, statistics and Addition and subtraction (Reasoning, PS and measurement throughout)</p> <p>Year 3 –compare and order fractions, add and subtract fractions within one whole Bar charts, pictograms and tables Column methods HTO +/-HTO</p> <p>Year 4 Factor pairs Written methods for TO X O and HTO X O TO divided by O with remainders Hours to minutes, weeks to months, days to weeks Roman numerals up to C and convert analogue and 24 hour clock</p>	<p>Multiplication, division and Time (Reasoning, PS and measurement throughout)</p> <p>Year 3 – read and write analogue time to the nearest minute 12 and 24 hour clock TO X O TO divided by O</p> <p>Year 4 Bar charts, time graphs and pictograms – read and interpret Addition and subtraction up to 4 digits with decimals Fraction and decimal equivalents – tenths and hundredths recap</p>
Religion	<p>Homes - Promises</p> <p>This Topic: learning outcomes Know and understand: • The joys and sorrows of being a family at home – Explore • God's vision for every family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond This Topic: learning outcomes Know and understand: • Belonging to a group involves promises and rules – Explore • The meaning of the promises made at Baptism – Reveal Acquire the skills of assimilation, celebration</p>	<p>Visitors - Journeys</p> <p>This Topic: learning outcomes Know and understand: • The demands and joys of visitors – Explore • Advent: waiting for the coming of Jesus – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Journeys - Listening/Sharing</p> <p>This Topic: learning outcomes Know and understand: • a journey through a year – Explore • the Christian family's journey with Jesus through the Church's year – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Lent - Easter Giving all</p> <p>This Topic: learning outcomes Know and understand: • Listening and sharing with one another – Explore • Listening to the Word of God and sharing in Holy Communion – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>This Topic: learning outcomes Know and understand: • How people give themselves – Explore • Lent, a time to remember Jesus' total giving – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Energy - Choices</p> <p>This Topic: learning outcomes Know and understand: • The energy of fire and wind – Explore • The wonder and power of the Holy Spirit – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Choices - Special places</p> <p>This Topic: learning outcomes Know and understand: • Choices have consequences – Explore • The importance of conscience in making choices – Reveal Acquire the skills of assimilation celebration and application of the above – Respond</p>

	and application of the above – Respond					
SMSC Caritas in Action	Family and Community	Solidarity and the Common Good	Rights and responsibilities	Option for the poor and vulnerable.	The dignity of work	Stewardship
	Dignity of the Human Person					
<p>Scientific knowledge and skills</p> <p>Observing over time Pattern seeking Research Identifying & classifying Comparative tests Fair Tests</p>	<p>What goes on beneath our feet?</p> <p>Recognise that living things can be grouped in a variety of ways -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things (Y3)</p>	<p>How could you be heard in the coliseum?</p> <p>Identify how sounds are made, associating some of them with something vibrating -Recognise that vibrations from sounds travel through a medium to the ear -Find patterns between the pitch of a sound and features of the object that produced it -Find patterns between the volume of a sound and the strength of the vibrations that produced it - Recognise that sounds get fainter as the distance from the sound source increases (Y4)</p>	<p>What happens to the food we eat?</p> <p>Our teeth The digestive system Food chains – producers, predators, and prey 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 (Y4)</p>	<p>What are the forces acting on our Earth?</p> <p>Compare how things move on different surfaces -Notice that some forces need contact between two objects, but magnetic forces can act at a distance - 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 -Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing (Y3)</p>	<p>How are shadows created?</p> <p>Recognise that he/she needs light in order to see things and that dark is the absence of light -Notice that light is reflected from surfaces - Recognise that light from the sun can be dangerous and that there are ways to protect eyes -Recognise that light from the sun can be dangerous and that there are ways to protect eyes -Find patterns in the way that the size of shadows change (Y3)</p>	<p>Why are plants so powerful?</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -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 -Investigate the way in which water is transported within plants - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (Y3)</p>
<p>Historical and geographical knowledge and skills</p> <p>Geographical skills and fieldwork</p> <p>Locational Knowledge</p> <p>Human and Physical</p> <p>Place Knowledge</p>	<p>Geography Dangerous Earth and Extreme Weather</p> <p>-Recognise the different shapes of the continents - demonstrate knowledge of features about places around him/her and beyond the UK - Locate the world's countries, using maps to focus on Europe (including the location</p>	<p>History & Geography History and Geog: The Romans invade Britain? How did we react (Boudicca)</p> <p>-Recognise the different shapes of the continents - demonstrate knowledge of features about places around him/her and beyond the UK - identify where countries are within Europe History Skills - use historic terms related to the period of study</p>	<p>History Crime and Punishment</p> <p>- Understand that a timeline can be divided into BC(Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order as well as from the period studied</p> <p>- use sources of information in ways that go beyond simple observations to answer questions</p>	<p>Geography Global Warming and environmental change</p> <p>- explain about natural resources -describe how people have been affected by changes in the environment - how people have affected the environment and caused change - understand why there are similarities and differences between places (Y4)</p>	<p>History Ancient Egyptians</p> <p>-place some historical periods in a chronological framework (chronological understanding) - Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> <p>- Describe the culture/leisure activities, way of life/places and/or actions of people in the past</p>	<p>History Titanic</p> <p>-understand that sources can contradict each other (historical interpretations) - Describe the culture/leisure activities, way of life/places and/or actions of people in the past -To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied</p>

	<p>of Russia) locate countries and major cities</p> <p>- explore weather patterns around parts of the world (y4)</p>	<p>(chronological understanding)</p> <ul style="list-style-type: none"> - use a variety of resources to find out about aspects of life in the past (historical enquiry) - Describe the culture/leisure activities, way of life/places and/or actions of people in the past - Describe the main changes in a period in history. 	<p>about the past (historical enquiry)</p> <ul style="list-style-type: none"> - understand that sources can contradict each other (historical interpretations) - use historic terms related to the period of study (chronological understanding) 		<ul style="list-style-type: none"> - communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) - use historic terms related to the period of study (chronological understanding) - use a variety of resources to find out about aspects of life in the past (historical enquiry) 	
<p>Computing</p> <p>knowledge and skills</p>	<p>Computer Science</p> <p>Year 3</p> <p>Program</p> <p>Event</p> <p>Object</p> <p>Sequence</p> <p>Concurrency</p> <p>Values</p> <p><i>Reinforced:</i></p> <p>Command</p> <p>Algorithm</p> <p>Bug</p> <p>Debug</p> <p>Year 4</p> <p>For Loop</p> <p>Loop Forever</p> <p>Loop Until/While</p> <p>Functions</p> <p>Automation</p> <p>Efficiency</p> <p><i>Reinforced:</i></p> <p>Sequence</p> <p>Concurrency</p>	<p>Robotics</p> <p>Year 3</p> <p>Loop (for, forever)</p> <p>Robot</p> <p>Angles/Degrees</p> <p>Aim</p> <p>Wait & Continue</p> <p>Draw Canvas</p> <p>Block Canvas</p> <p>LED</p> <p>Year 4</p> <p>Functions (name, define, call)</p> <p>Delay</p> <p>Sensor</p> <p><i>Reinforced:</i></p> <p>Loops (for, forever, until, while)</p> <p>Angles/Degrees</p>	<p>E-Safety + ICT</p> <p>Year 3</p> <p>Consent</p> <p>Ownership/Copyright/Opinions /Beliefs</p> <p>Social Media</p> <p>Reputation</p> <p>Year 4</p> <p>Scepticism</p> <p>Opinion</p> <p>Critical</p> <p>Supervision</p> <p>Creative Rights</p>	<p>Digital Literacy</p> <p>Year 3&4, Year A</p> <p>Building</p> <p>Designing</p> <p>Editing</p> <p>Sharing</p> <p>Shading</p> <p>Software</p> <p>Alignment</p> <p>Year 3&4, Year B</p> <p>Code</p> <p>Algorithm</p> <p>Sequence</p> <p>Command</p> <p>Import</p> <p>Program</p> <p>Event</p> <p>Object</p> <p>Direct</p> <p>Coordinate</p>	<p>ICT + Social</p> <p>Year 3</p> <p>Spreadsheet</p> <p>Cells</p> <p>Rows</p> <p>Columns</p> <p>Data</p> <p>Formatting</p> <p>Presentation</p> <p>Slides</p> <p>Layers</p> <p>Year 4</p> <p>Pre-defined Formula</p> <p>Data Type</p> <p>Multi-category Axis</p> <p>SUM function</p> <p>Pie Chart</p> <p>Theme</p> <p>Year B</p> <p><i>Person of focus:</i> Steve Jobs</p> <p><i>Additional coverage:</i></p> <p>Democratisation</p> <p>Neuro-typical/Neuro-atypical</p> <p>Equality</p> <p>Capitalism</p> <p>Free Market</p>	<p>Cross-Curricular</p> <p>Your Technola instructor will liaise with class teachers during Summer</p> <p>One to suggest ways of enhancing in-school topics with technology. Previous modules include using computer aided design (CAD) software to recreate Ancient Greek architecture, creating realistic Tudor portraits using photo editing software, and building World War Two warships within Minecraft.</p>
E- Safety						

MFL knowledge and skills	A new start Learn simple greetings Ask and answer simple feelings Ask and answer name Count 0-10 Months and days Classroom objects	The calendar and celebrations Days Months Listening and responding to target language Practising sounds Respond to simple question Asking the day / month Ask birthday month	Animals I like and don't like Exploration of nouns (singular /plural and gender) Animal nouns Ask and answer a like/dislike Following a story, simple sentences with adjectives. Family members	Carnival, colours & playground Carnival Exploration of nouns (singular/plural) Expressing opinions (likes and dislikes) Family member nouns Parts of the face nouns Using colours as adjectives Writing a description	The Hungry Giant Polite request Listening and responding to polite requests Following, joining in and performing a story Nouns Playing a board game Fruits and vegetables	Going on a picnic Nouns Following, joining in and performing a story Speaking and writing simple descriptive sentences Counting Colours Personal information questions and answers Body part nouns Place nouns and phrases
	<p>Sound Spelling: Can identify specific sound/phonemes</p> <p>Listening: Can understand a few familiar spoken words and phrases</p> <p>Speaking: Can say/repeat a few short words and phrases and would be understood by a native speaker</p> <p>Reading: Can recognise and read out a few familiar words and phrases</p> <p>Writing: Can write or copy a few simple words or phrases or symbols as emergent writers of the target language</p>					
Art knowledge and skills DT knowledge and skills	Art & Design	Design & Technology	Design & Technology	Art & Design	Art & Design	Design & Technology
	Painting and mixed media: Light and dark Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.	Structures: Constructing a castle/Roman Fort Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.	Food: Eating seasonally Discovering when and where fruits and vegetables are grown. Learning about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.	Sculpture and 3D: Abstract shape and space - coming soon! Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.	Craft and design: Ancient Egyptian scrolls Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll.	Electrical systems: Torches Applying their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria.
Musical knowledge and skills	Performance Year 3 Rhythm, Beat, Dynamics, Tempo, Percussion, Samba Surdo/ Ganza/ Tamborin/ Agogo Bells, Brazil, Ensemble/ Solo, Conductor, Hand-Signs, Call and Response, Patterns, Notation Year 4 Folk Music, National Identity, History, Tradition, Sea-shanty, Lyrics, Melody/ Harmony, Rounds, Canons Tempo, Dynamics, Pitch, Staff-notation		Story Year 3 Ballet, Emotion, Storytelling, Movement, Performance, Theatre, Singing, Dancing, Acting, Expression, Audio Recording Year 4 Spoken Word, Dialogue, Unison, Plot, Character Theme, Diction		Emotion Year 3 Year 4	
P.E. knowledge and skills	Gymnastics/ Dance Invasion Games		Invasion Games -play competitive games, modified where appropriate	Striking and Fielding -use running, jumping, throwing and catching in	Athletics: Net & Wall - develop flexibility, strength, technique, control and balance	Athletics OAA -develop flexibility, strength, technique, control

	-perform dances using a range of movement patterns -play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for attacking and defending				e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for attacking and defending				isolation and in combination -take part in outdoor and adventurous activity challenges both individually and within a team		e.g. through athletics and gymnastics		and balance e.g. through athletics and gymnastics	
PSHCE knowledge and skills	Autumn: Living in the wider world				Spring: Relationships				Summer: Health and Well-being					
	Year 3	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Year 3	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places		
	Year 4	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life		
RSE	Autumn I LKS2 Module 1, Unit 1 Session 1: Get Up!				Spring I LKS2 Module 1, Unit 2 Session 1: We Don't Have To Be The Same Session 2: Respecting Our Bodies Session 3: What is Puberty? Session 4: Changing Bodies Spring II LKS2 Module 1, Unit 3 Session 1: What Am I Feeling?				Summer I LKS2 Module 1, Unit 4 Session 1: Life Cycles Summer I or II LKS2 Module 3, Unit 1 Session 1: A Community of Love Session 2: What is the Church? Session 1: How Do I Love Others?					