

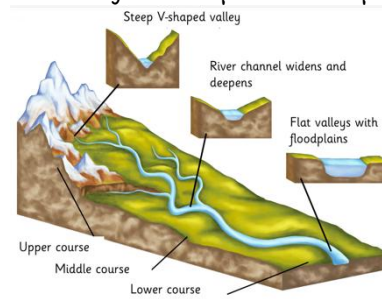
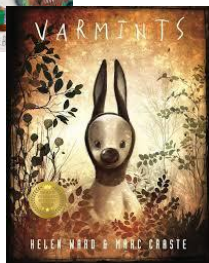


Writing	Reading	Maths	Humanities History and Geography
<p><b>Y3 writing</b> Children develop greater confidence in their writing. They learn to write in full sentences using correct punctuation, and they begin to use more interesting vocabulary and sentence starters. They explore different types of writing such as stories, letters, instructions, and reports. Children also start planning their ideas, editing their work, and checking for spelling and grammar. The focus is on building creativity and independence in their writing</p> <p><b>Y4 writing</b> Children build on their writing skills by using more complex sentences and a wider range of vocabulary. They learn to organise their ideas into clear paragraphs and use more advanced punctuation, such as commas and speech marks. Children write for different purposes, including stories, reports, poems, and persuasive texts. They also focus more on editing and improving their work, checking for grammar, spelling, and punctuation. The aim is to help them write with greater detail, clarity, and confidence.</p>	<p><b>Fluency</b> Development of reading accuracy and fluency across a range of age- appropriate and challenging texts.</p>  <p><b>Vocabulary-</b> Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p><b>Inference-</b> Draw inferences such as inferring character' feelings thoughts and motives from their actions and justifying inferences with evidence.</p> <p><b>Prediction-</b> Predict what might happen from details stated and implied.</p> <p><b>Explain-</b> Identify how language, structure and presentation contribute to meaning.</p> <p><b>Retrieve-</b> Retrieve, record and present information from fiction and non-fiction</p> <p><b>Summarise-</b> Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p><b>Y3 Reading spine:</b></p> <ul style="list-style-type: none"> <li>Poetry</li> <li>Greta and the Giants</li> </ul>	<p><b>Y3</b></p> <ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> <li>Measurement: area</li> <li>Multiplication and division</li> </ul>	<p><b>History</b> <b>Britain's settlements by Anglo-Saxons and Scots</b> Children will learn that the Anglo-Saxons came to Britain after the Romans left, mainly to find new land and opportunities. They came from areas that are now Germany, Denmark, and the Netherlands. Life for the Anglo-Saxons involved farming, building villages, and living in small communities. They formed several kingdoms like Wessex, Mercia, and Northumbria. We know about the Anglo-Saxons through archaeology, old writings, and artifacts. Religion played an important role as many Anglo-Saxons became Christians, which influenced their culture and laws, and this is known from churches, manuscripts, and historical records.</p>  <p><b>Geography</b> <b>Rivers</b> Children will learn about the different parts of a river, such as the source, mouth, banks, and meanders. They will explore how rivers change the land by erosion and deposition, and discover features like waterfalls, valleys, and deltas. Children will also study local rivers, identifying their unique features and understanding their importance to people and nature.</p> 

**Our key texts this term are:**

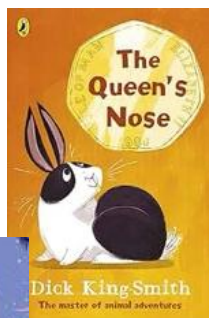
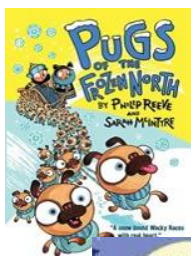
- The Last Garden
- Varmints
- Small In the city
- Thames and Tide
- Tar Beach



- Pugs of the Frozen North

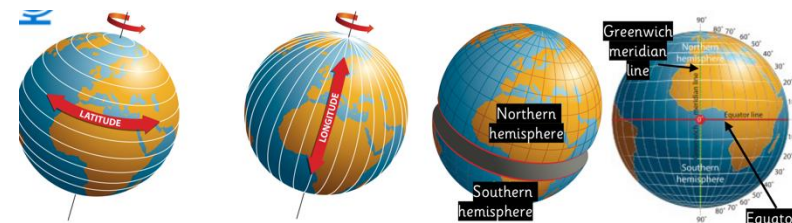
#### Y4 Reading spine:

- The Queens nose
- The Raven
- The Girl who stole an elephant



#### Latitude and longitude

Children will learn that **lines of latitude** are imaginary horizontal lines that run around the Earth and show how far north or south a place is from the Equator. **Lines of longitude** are imaginary vertical lines that run from the North Pole to the South Pole and show how far east or west a place is from the Prime Meridian. By using these lines together, we can find the exact location of any place on Earth. These lines also help us understand the climate and time zones of different places.



#### Science

##### Living things and their habitats

Children will learn to understand that all living things share seven key characteristics: they move, breathe (respire), respond to their surroundings, grow, reproduce, excrete waste, and need food. They will learn to classify animals into vertebrates (with backbones, like mammals and birds) and invertebrates (without backbones, like insects and worms), and group plants into flowering plants, conifers, ferns, and mosses. Children will learn to use classification keys to identify living things based on their features through yes/no questions. They will also learn that if the environment in a habitat changes, such as through pollution or weather, it can affect which organisms survive, and some may need to adapt, move, or may not survive at all.



#### PSHE/RSE

##### Families and Relationships

Children will learn to understand and manage friendship issues and recognise the difference between friendship problems and bullying. They will learn what bullying is, including the role of the bystander, and how to seek help if they or others are affected. Children will explore how gender, age, and disability stereotypes can be unfair and limiting, and they will be encouraged to challenge these ideas. They will learn about healthy friendships, including setting personal boundaries and understanding the importance of mutual respect. Children will also learn how to recognise trustworthy people and how to respect differences in others. Finally, they will explore the emotions linked to change, loss, and bereavement, learning ways to cope and seek support when dealing with difficult life experiences.

#### PE

##### Gymnastics Floor

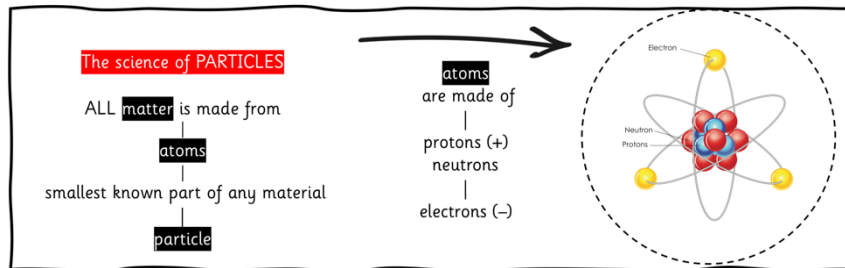
1. Can I show different levels of movements?
2. Can I show different speeds of travelling?
3. Can I perform a jump turn?
4. Can I change level of my body shapes?
5. Can I rock forward and back in a tuck shape?
6. Can I copy simple movements?
7. Can I show different ways to balance?

##### Gymnastics Apparatus

1. Can I safely set up and clear away the apparatus?
2. Can I use the apparatus safely?
3. Can show the start of my work with a ta-da?

## States of matter

Children will learn to understand that matter is anything that has mass and takes up space, and that the word 'state' describes whether a material is a solid, liquid, or gas. They will learn that solids have a fixed shape, liquids can flow and take the shape of their container, and gases spread out to fill any space. Children will learn how materials change state through processes such as melting (solid to liquid), evaporating (liquid to gas), and condensing (gas to liquid). They will explore how heating and cooling affect these changes. By the end, children will learn that materials change their state when energy is added or removed, which affects the way particles move and are arranged.



**solid**

has its own shape

- it can't flow
- has a fixed volume
- particles **very close** and have a fixed position

tricky ones  
a football is a solid  
sand is a solid  
fabric is a solid

**liquid**

takes the shape of the container

- can flow
- has a fixed volume
- particles **very close but not fixed**

water is a liquid  
blood is a liquid

**gas**

will escape from a container

- can flow
- no fixed volume
- particles **moving apart** quickly

water vapour is a gas  
air is a mixture of gases  
carbon dioxide is a gas

## Health and wellbeing

Children will learn to understand how to lead a healthy lifestyle and why it is important for their physical and mental wellbeing, including the benefits of eating well, exercising, and getting enough sleep. They will learn the importance of dental health and how looking after their teeth helps prevent problems in the future. Children will explore how relaxing helps the body by reducing stress and supporting emotional balance. They will learn to reflect on their identity by asking "Who am I?" and understand that making mistakes is a valuable part of learning and growing. Children will also learn the difference between safe and unsafe secrets, and when and how to give or withhold consent in appropriate situations. Finally, they will explore what is important to them, helping to build self-awareness, confidence, and personal values.

### Art and Design

#### Drawing

*Natura Morta (1956) by Giorgio Miranda*

Know:

- What is meant by still life?
- How to use a viewfinder to create a focal point or an area of interest.
- How to identify details.

Be able to:

- To assemble objects to create an interesting composition.
- Use a view finder.
- To use a fine control to add detail.

#### Painting

*The white flower (1932) by Georgia O'Keeffe*

Know:

- Similarities and differences between the work of two artists.
- Know that abstract art is more about the shapes, colours and feelings it expresses

Be able to:

- Make comparisons and and form opinions.
- Create an abstract painting of a natural object

### Design and Technology

#### Food and nutrition

'What's really in your food?'

Know:

- That processed foods have added ingredients.

Be able to:

- Make, roll and shape bread dough.
- Make a soup.

#### Mechanisms

'How many ways is there to open a door?'

London Tower Bridge

Know:

- That there are different types of hinges.
- To know related terminology related to hinges.

Be able to:

- Make a variety of model hinges.
- Make and evaluate hinged products using modelling materials.

### Music

### RE

### MFL (modern foreign language)- French

### Year 3 – violins:

Weekly lesson on a Monday to develop musical skills to be able to make a good sound on a violin.

### Untuned percussion

#### Know:

- The stylistic features of Bhangra music
- How rhythms can be represented in notation
- That rhythms be represented in notation



#### Be able to:

- Play back simple rhythms from standard notation.
- Combine and layer rhythms.

### Singing

#### Know:

- That a sea shanty is a folk song traditionally sung by sailors.
- To know the term diction, articulation and refrain.

#### Be able to:

- To create harmony by singing as a class in two rounds.
- To describe some of the stylistic features of folk music.
- To apply singing techniques to extend their vocal range.

### Beliefs and teachings

Children will learn about the origins of the Bible and the Qur'an as holy books in Christianity and Islam. They will understand what it means to be an atheist and be introduced to Sikhism, including its key beliefs and the 5 Ks. They will also learn about the Guru Granth Sahib and its importance as the Sikh holy book.

### Religious stories and texts

Children will learn that the parable of the 'Rich Fool' teaches the importance of valuing what really matters in life, not just wealth. They will learn the story of the Prophet Muhammad and his role in Islam. Children will explore a story of Guru Nanak and understand what he taught Sikhs about kindness and equality. They will learn about different forms of literature found in sacred books, like stories, poems, and teachings. Finally, they will understand the significance of each sacred text and why they are important to believers.

### Celebrations

Children will learn to pronounce French words correctly and count from 1 to 20, then up to 31. They will recognise and say the French names for the months of the year and be able to say when their birthday is in French. They will also learn to talk about different celebrations that take place in France.

