

Art and Design

To develop ideas

Develop ideas from starting points throughout the curriculum.
Collect information, sketches and resources.
Adapt and refine ideas as they progress.
Explore ideas in a variety of ways.
Comment on artworks using visual language.



Sculpture

Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).

Include texture that conveys feelings, expression or movement

Add materials to provide interesting detail

Use clay and other mouldable materials

Drawing

Use different hardnesses of pencils to show line, tone and texture.

Annotate sketches to explain and elaborate ideas.

Sketch lightly (no need to use a rubber to correct mistakes).

Use shading to show light and shadow.

Use hatching and cross hatching to show tone and texture.

Textiles

Quilt, pad and gather fabric???

To take inspiration from the greats

Replicate some of the techniques used by notable artists, artisans and designers.

Create original pieces that are influenced by studies of others.

Music

Year 4 - Hot House and Year 3 - Charanga

To Perform

Sing in tune.

Maintain a simple part within a group

Pronounce words within a song clearly

Show control of voice.

Play notes on an instrument with care so that they are clear.

Perform with control and awareness of others.

To compose

Create repeated patterns with a range of instruments.

Create accompaniments for tunes.

To transcribe

Devise non-standard symbols to indicate when to play and rest.

Recognise the notes EGBDF and FACE on the musical stave.

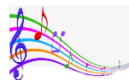
Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

To describe music

Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

Evaluate music using musical vocabulary to identify areas of likes and dislikes.

Understand layers of sounds and discuss their effect on mood and feelings



Beneath our feet

During this science-based topic see us explore the different types of rocks and soils.

Children will develop a range of art skills through the topic too, sketching and moulding, linked to fossils lessons.



Science

To work scientifically

Ask relevant questions.

Set up simple, practical enquiries and comparative and fair tests.

Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.

Gather, record, classify and present data in a variety of ways to help in answering questions.

Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.

Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.

Identify differences, similarities or changes related to simple, scientific ideas and processes.

Use straightforward, scientific evidence to answer questions or to support their findings.

Rocks and Soils

Compare and group together different kinds of rocks on the basis of their simple, physical properties.

Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).

Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.

Recognise that soils are made from rocks and organic matter



Computing

To Code

Use specified screen coordinates to control movement. (*motion*)

Set the appearance of objects and create sequences of change (*looks*)

Create and edit sounds. Control when they are heard, their volume, duration and rests (*sound*)

Control the shade of pens (*draw*)

Specify condition to trigger events (*events*)

Online Safety

Online relationships



PSHE

Kapow - Citizenship (summer topic)



To understand the environmental benefits of recycling or reusing

To understand the groups which make up the community, to

understand the contribution groups make to a community

To begin to understand how democracy works in the local area

To understand the value of diversity in a community

The begin to understand the UN convention on the rights of the child

To understand that charities care for others and how people can support them

PE

Games

Throw and catch with control and accuracy.

Strike a ball and field with control.

Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly.

Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).

To develop tactics as a team in order to improve team performance (e.g. attacking, defending, positioning and passing at appropriate times.)

Lead others and act as a respectful team member. Lead others and act as a respectful team member.

OAA

Show an ability to both lead and form part of a team

Support others and seek support if required when the situation dictates

Show resilience when plans do not work and initiative to try new ways of working

Use maps to orientate themselves

Remain aware of changing conditions and change plans if necessary



RE

What does it mean to be Hindu in Britain today?

To know and understand

Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.

Describe some ways in which Hindus express their faith through puja, aarti and bhajans.

To express and communicate

Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.

To gain and deploy skills

Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others



English

Familiar Settings and Letters

Composition

- Use the main features of a type of writing (identified in reading).
- Use techniques used by authors to create characters and settings.
- Compose and rehearse sentences orally.
- Plan, write, edit and improve.
- Create characters, settings and plots.
- Use alliteration effectively.
- Use similes effectively.
- Use a range of descriptive phrases including some collective nouns.
- Use the perfect form of verbs to mark relationships of time and cause.
- Use connectives that signal time, shift attention, inject suspense and shift the setting.
- Organise paragraphs around a theme.
- Sequence paragraphs.
- Use a mixture of simple, compound and complex sentences.
- Write sentences that include:
 - conjunctions
 - adverbs
 - direct speech punctuated correctly
 - clauses
 - adverbial phrases.

Transcription

- Join letters, deciding which letters are best left un-joined.
- Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
- Use prefixes and suffixes and understand how to add them.
- Spell homophones correctly.
- Spell correctly often misspelt words.
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Develop understanding of writing concepts by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.
- Indicate grammatical and other features by:
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with plural nouns.
 - Using and punctuating direct speech

Analysis and Presentation

Use and understand grammatical terminology when discussing writing and reading:

Year 3

- word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.

Year 4



English

Reading

Read words accurately

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).
- Read further exception words, noting the spellings.

Understand texts

- Draw inferences from reading.
- Predict from details stated and implied
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
- Prepare poems and plays to read aloud with expression, volume, tone and intonation.
- Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
- Recognise some different forms of poetry.
- Explain and discuss understanding of reading, maintaining focus on the topic.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure and presentation contribute to meaning.
- Ask questions to improve understanding of a text.



Maths

Year 4 - White Rose and Chris Quigley



Multiplication and Division

Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects).

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

- Multiply and divide by 10 and 100
- Multiply by 1 and 0
- Divide by 1 and itself

Recognise and use factor pairs and commutativity in mental calculations.

Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems.

Recall multiplication and division facts for multiplication tables up to 12×12

- Multiply and divide by 3
- Multiply and divide by 6
- Multiply and divide by 9
- Multiply and divide by 7

Length and perimeter

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Convert between different units of measure. (for example, kilometre to metre; hour to minute)

- Equivalent m/cm and cm/mm

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

Fractions

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Compare and order unit fractions and fractions with the same denominators

Maths

Year 3 - White Rose and Chris Quigley



Multiplication and Division

Recognise and use factor pairs and commutativity in mental calculations.

Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems.

Recall multiplication and division facts for multiplication tables up to 12×12

- Multiply and divide by 2
- Multiply and divide by 5
- Multiply and divide by 10
- Multiply and divide by 3
- Multiply and divide by 4
- Multiply and divide by 8

Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects)

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

Length and Perimeter

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Measure the perimeter of simple 2-D shapes.

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres