RE

Why is Jesus inspiring to some people?

To know and understand

Make connections between come of Jesus' teachings and the way Christians live today

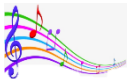
Describe how Christians celebrate Holy Week and Easter Sunday

Give simple definitions of some key Christion terms (eg. Gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter

To express and communicate

Identify the most important parts of Easter for Christians and say why they are important

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

Computing

To Connect

Understand the term 'copyright'

Understand how online services work

Online Safety

Plants Versus People

During this science-based topic see us explore what plants need to survive and explore the life cycle of a plants. We will help aliens to look after plants, through solving and completing mini activities. We will find out about famous people of the past linked to the topic. We will evaluate and design in DT to make our own soups.

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.

To understand plants

Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

History

Through Science lessons explore people of the past (Alan Titchmarch, Florence Nightingale)

Ask To investigate and interpret the past

To build and overview of world history

PSHE

Kapow - Economic wellbeing

To begin to recognise how ethics can influence our spending decisions.

To begin to understand what makes something good value for money

To understand how to put together a budget

To begin to understand the importance of keeping track of money

To recognise that money has an impact on how we feel

To understand ways money can be lost

To understand that there are a range of jobs available to think about what they might want to do

To consider positive and negative factors that can influence people's career choices.

To understand that many people will have more than one job or career

PE

Games - Net and Wall

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.

Dance

Plan, perform and repeat sequences

Move in a clear, fluent and expressive manner

Refine movements into sequences

Create dances and movements that convey a definite idea

Change speed and levels within a performance

Develop physical strength and suppleness by practising a variety of moves and balances

English

Biographies ad Stories

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

- pronoun, possessive pronoun, adverbial

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 3 - White Rose and Chris Quigley

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

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

Compare and order unit fractions and fractions with the same denominators.

Recognise and show, using diagrams, families of common equivalent fractions.

Recognise and write decimal equivalents of any number of tenths or hundredths.

Recognise and write decimal equivalents to 1/4, 1/2, 3/4.

Mass and Capacity

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)

Maths

Year 4 - White Rose and Chris Quigley

Fractions

Compare and order unit fractions and fractions with the same denominators.

Recognise and show, using diagrams, families of common equivalent fractions.

Add and subtract fractions with the same denominator within one whole.

Solve problems involving increasingly harder fractions.

Calculate quantities and fractions to divide quantities (including non-unit fractions where the answer is a whole number).

Add and subtract fractions with the same denominator.

Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

Solve simple measure and money problems involving fractions and decimals to two decimal places.

Decimals

Recognise and write decimal equivalents of any number of tenths or hundredths.

Recognise and write decimal equivalents to 1/4, 1/2, 3/4.