Year: 3/4 Term: Spring 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English **Fantasy narrative**	• Sentences with different forms: statement, question, exclamation, command • Expanded noun phrases to describe and specify [for example, the blue butterfly] • The present and past tenses correctly and consistently, including the progressive form • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Encapsulating what they want to say, sentence by sentence	**Vocabulary, Grammar & Punctuation** • Use a wider range of conjunctions • Using nouns and pronouns effectively • Using adverbs and adverbials • Use of commas after fronted adverbials • Using and punctuating direct speech • Creating expanded noun phrases **Writing (Composition)** *Write sentences by:* • Discussing and recording ideas • Discussing writing material like that they are planning to write *Draft and write by:* • In narratives, creating setting, characters and plot • Composing and rehearsing sentences orally • Organising paragraphs around a theme *Evaluate and edit by:* • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Text type: Promise narrative Vehicle Text: Wisp Immerse: • Make predictions about the text • Write spine builder poetry • Role play • Hot seating Analyse • Familiarisation with text structures • Familiarisation with language features • Knowledge for the writer Plan and write • Modelled and Guided writing • Application of writers' skills and knowledge • Independent writing & draft, revise, edit

Maths Place Value	**Multiplication and division** **Year 2** • Recall and use multiplication and division facts for the 2, 5 and 10 times table • Use the multiplication (×), division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Solve problems involving multiplication and division **Year 3** • Recall and use multiplication and division facts for the 3, 4 and 8 times table • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know • Solve problems, including missing number problems, involving multiplication and division **Length and perimeter** **Year 2** • Choose and use appropriate standard units to estimate and measure length/height	**Multiplication and division** **Year 3** • Recall and use multiplication and division facts for the 3, 4 and 8 times table • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know • Solve problems, including missing number problems, involving multiplication and division **Year 4** • Recall multiplication and division facts for multiplication tables up to 12 × 12 • 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 • Recognise and use factor pairs and commutativity in mental calculations • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • Solve problems involving multiplying and dividing **Length and perimeter** **Year 3** • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	**Multiplication and division** **Year 3** • Multiples of 10 • related calculations • reasoning about multiplication • Multiply a 2-digit number by a 1-digit number – no exchange • Multiply a 2-digit number by a 1-digit number – with exchange • Link multiplication and division • Divide a 2-digit number by a 1-digit number – no exchange • Divide a 2-digit number by a 1-digit number – flexible partitioning • Divide a 2-digit number by a 1-digit number – with remainders • Scaling **Year 4** • Factor pairs • Multiplying by 10 and 200 • Dividing by 10 and 100 • Multiplying 2 and 3 digit numbers by a 1 digit number • Dividing 2 and 3 digit numbers by a digit number • Correspondence problems • Efficient multiplication **Length and perimeter** **Year 3** • Measure in metres and centimetres

	• Compare and order lengths, mass, volume/capacity and record the results using >, < and = **Year 3** • 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 the perimeter of simple 2-d shapes **Year 4** • Convert between different units of measure [for example, kilometre to metre; hour to minute] • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Find the area of rectilinear shapes by counting squares	• Measure in millimetres • Equivalent lengths • Comparing lengths • Adding and subtracting lengths • Measuring and calculating perimeter **Year 4** • Measure in kilometres and metres • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes • Find missing lengths in rectilinear shapes • Calculate perimeter of rectilinear shapes • Perimeter of regular polygons • Perimeter of polygons
History The Ancient Maya	• Develop an awareness of the past using common words and phrases relating to the passing of time • Know where people and events fit onto a chronological timeline • Identify similarities and differences between life in different periods • Use historical terminology	• To gain an overview of significant people, places and events from the Maya Civilization • To explore how the geography of the Maya area impacted trade, daily life and the growth and decline of the civilization • To consider broader historical context and draw links with British history and other familiar aspects of world history • To become familiar with historical sources, debates, misconceptions, and accurate vocabulary relating to the Maya Civilization.	• Use artefacts to discover clues about the Maya Civilization • Locate Maya countries on a world map • How did the landscape of the Maya affect trade? • How did Maya settlers survive in the rainforest? • What do Maya ruins tell us? • Did the Maya invent football? • Why was Maize so important to Maya people? • Who was Pakal the great? • How did the Maya keep track of time?
Science **States of matter**	KS1 No prior knowledge	• Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the	• Compare and group materials according to whether they are solids, liquids or gases • Investigate gases and their properties • Investigating how heating and cooling can change a materials state • Explore how water can change its state

		temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	• Investigate the effects of water evaporation • Identify and describe different stages of the water cycle
Art **Famous buildings**	KS1 • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	• To explore and examine buildings in a range of architectural styles. • To explore the architecture of Sir Christopher Wren. • Identifying and applying different shading techniques • Identify lines of symmetry in buildings • Use symmetry accurately in art work • Incorporate shape, line and colour into a design	• Review a range of architecture and form and share opinions • Discover and discuss the work of Sir Christopher Wren • Evaluate the architecture of St Pauls Cathedral and look at shading techniques to draw it • Apply tints and shades to a drawing of The Liver building • Identify lines of symmetry in other famous buildings • Create a collage of a famous building of choice • Design own building
Computing	Unit 1.6 • Creating text and the use of illustrations • Genre: animated picture book Unit 2.6 • Presenting ideas in art form • 2Paint a Picture: art effects, collage • Effects Unit 3.4 • Keyboard skills • Typing fluency	• To create a page in a presentation • To add media to a presentation • To add shapes and lines to a presentation • To add animations into a presentation • To design and present a presentation using skills learnt in previous weeks	• Children know what PowerPoint is, how to open it and how to add text • Children can change the design of the slides, insert a new slide and insert and edit pictures • Children can add shapes and lines to a presentation • Children can use animations and transitions • Children can add text and objects • Children can present their own presentation

RE	**Pupils will already know that:** • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible shows that God wants to help people to be close to him he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). • Christians believe God made our wonderful world and so we should look after it	• Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	• To create artwork depicting the wonders of the world • To write instructions on how to look after one of God's creations • To evaluate case studies of how Christian's look after God's world • To retell a story of when time has been spent looking after God's creations • To plan and present ideas on how our class can care and show appreciation for God's creations
Music	**KS1** Listen with concentration and understanding to a range of high-quality live and recorded music • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related • Dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.	• Musicianship Options: 1a. Understanding Music • 1b. Improvise Together • Listen and Respond Activity • Learn to Sing the Song Activity • Play your Instruments with the Song Activity • Composing and Improvising (KS2 composition options include Compose with the Song, Create a Graphic Score, Compose with a Theme, Music Notepad and Quick beats) • Perform the Song
PSHE	**Year 2**	• Know that hopes and dreams don't always come true	• Use Michael Jordan's story to introduce hopes and dreams and allow children to record their own

	• Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • • Know how to recognise what working together well looks like • Know what good group working looks like Know how to share success with other people **Year 3** • Know about specific people who have overcome difficult challenges to achieve success • Know what dreams and ambitions are important to them • Know how they can best overcome learning challenges • Know that they are responsible for their own learning • Know what their own strengths are as a learner • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress and identify how it can be better next time	• Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group	• Discuss feelings and responses to broke dreams through role play • Invite the children to write a new verse for the Jigsaw Song: 'For Me', which describes what they might do to make a new plan or set a new goal and how they might cope with this situation • The challenge is for each group to create a Potato Person which will be entered into a class competition to see which one is the funniest. Groups are given five minutes to brainstorm in their groups any ideas about the Potato Person they would like to make • Explain that as the challenge is almost over, the teams need to reflect on how well they did and think about how they could improve next time.. Then, using the self- review questions on the PowerPoint, each team discusses their answers to each of the questions and records this on a piece of flip chart.