



Year: 3/4 Term: Spring 2			
Subject	Prior Skills/Knowledge/language	New skills	Planning
<u>English</u> Newspaper report	<ul style="list-style-type: none"> 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 	<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Using prefixes and suffixes Express time, place and cause using conjunctions, adverbs or prepositions Use paragraphs to group related material Punctuating direct speech Using expanded noun phrases <p>Writing (Composition) <i>Write sentences by:</i></p> <ul style="list-style-type: none"> Discussing and recording ideas Discussing writing material like that they are planning to write <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> In narratives, creating setting, characters and plot Composing and rehearsing sentences orally Organising paragraphs around a theme <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>Text type: Newspaper report</p> <p>Vehicle Text: Escape from Pompeii by Christina Balit</p> <p><u>Immerse:</u> Children take part in an 'archaeological dig' – investigating clues about the book that are buried in sand. For example: Roman pots, pumice stones, paintings of the eruptions of Vesuvius etc.</p> <p><u>Analyse</u></p> <ul style="list-style-type: none"> I can generate verbs in the present progressive form Use prepositional phrases I can distinguish between the plural and possessive -s I can use possessive apostrophes accurately Justify inferences with evidence from the text Recognise and label the features of a newspaper Record events in chronological order Use adverbials of time to aid cohesion

			<u>Plan and write</u> Setting descriptions, diaries, letters, thought bubbles and a newspaper report
<u>Maths</u> Place Value	Fractions Year 2 <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Year 3 <ul style="list-style-type: none"> 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 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 Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above 	Fractions Year 3 <ul style="list-style-type: none"> 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 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 Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above Year 4 <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 Solve problems involving increasingly harder fractions to calculate quantities, 	Fractions Year 3 <ul style="list-style-type: none"> Understand the denominators of unit fractions Compare and order unit fractions Understand the numerators of non-unit fractions Understand the whole Compare and order non-unit fractions Fractions and scales Fractions on a number line Count in fractions on a number line Equivalent fractions on a number line Equivalent fractions as bar models Year 4 <ul style="list-style-type: none"> Understand the whole Count beyond 1 Partition a mixed number Number lines with mixed numbers Compare and order mixed numbers Understand improper fractions Convert mixed numbers to improper fractions Convert improper fractions to mixed numbers Equivalent fractions on a number line Equivalent fraction families Add two or more fractions Add fractions and mixed numbers Subtract two fractions

Mass and capacity

Year 2

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

Decimals

Year 3

- Pupils connect tenths to place value, decimal measures and to division by 10

and fractions to divide quantities, including non-unit fractions where the answer is a whole number

- Add and subtract fractions with the same denominator
- Recognise and write decimal equivalents of any number of tenths or hundreds
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- 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
- Round decimals with 1 decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to 2 decimal places
- Solve simple measure and money problems involving fractions and decimals to 2 decimal places

Mass and capacity – Year 3

- Measure, compare, add and subtract mass (kg/g) and volume/capacity (l/ml)

Decimals – Year 4

- Recognise and write decimal equivalents of any number of tenths or hundreds
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- 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
- Round decimals with 1 decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to 2 decimal places

- Subtract from whole amounts
- Subtract from mixed numbers

Mass and capacity – Year 3

- Use scales
- Measure mass in grams
- Measure mass in kilograms and grams
- Equivalent masses (kilograms and grams)
- Compare mass
- Add and subtract mass
- Measure capacity and volume in millilitres
- Measure capacity and volume in litres and millilitres

Decimals – Year 4

- Tenths as fractions
- Tenths as decimals
- Tenths on a place value chart
- Tenths on a number line
- Divide a 1-digit number by 10
- Divide a 2-digit number by 10
- Hundredths as fractions
- Hundredths as decimals
- Hundredths on a place value chart
- Divide a 1- or 2-digit number by 100

		<ul style="list-style-type: none"> Solve simple measure and money problems involving fractions and decimals to 2 decimal places 	
Geography	<p>Year 2</p> <ul style="list-style-type: none"> Pupils can name and locate the seven continents of the world, the seven seas, the four countries of the UK and their capital cities. Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human/physical geography Pupils can identify seasonal and daily weather patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles Pupils can use a wide range of basic geographical vocabulary to refer to human features Pupils can use maps, atlases, and globes confidently to identify studied regions Pupils can use simple compass directions confidently Pupils can recognise landmarks and can devise a simple map with basic symbols in a key <p>Year 3</p> <ul style="list-style-type: none"> Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map Pupils can, with increasing accuracy, locate cities of the United Kingdom 	<ul style="list-style-type: none"> Generate and answer questions about where some common foodstuffs come from Generate questions about the places, people and processes involved in producing some common foodstuffs Understand some of the processes involved in food production and distribution Understand the environmental impact of food production 	<ol style="list-style-type: none"> Look at Food Miles and the environmental impact. To look at why we need food packaging and how we can recycle it. To Learn about how much food we waste and how we can reduce food waste. To learn what is meant by Fairtrade and the economical and environmental benefits. To create an advertisement for 'the perfect lunchbox'

	<ul style="list-style-type: none"> • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian • Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human/physical geography • Pupils can describe a few aspects of physical/human geography • Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently • Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies 		
<u>Science</u> States of Matter	<u>KS1</u> No prior knowledge	<ul style="list-style-type: none"> • 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 temperature at which this happens in degrees celsius ($^{\circ}\text{C}$) • Identify the part played by evaporation and condensation in the water cycle and 	<ol style="list-style-type: none"> 1. Sort items into solids, liquids and gases. 2. Explain the properties of solids, liquids and gases. 3. Explain how materials change state when they are heated or cooled. 4. explain how water changes state. 5. Explain how water evaporates. 6. Describe the different stages of the water cycle.

		associate the rate of evaporation with temperature	
<u>Art</u> Money containers	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> Evaluate existing money containers and their pros and cons. Children decide on their favourite and reason as to why Discuss and review types of materials and fasteners used and other design elements Learn the running stitch, back stitch and over stitch - children to sew two pieces of j-cloth together using learnt stitches Design own money container and identify target audience and purpose Children create their own money containers Evaluation of final product 	<ol style="list-style-type: none"> To explore a range of money containers and examine their features To learn how to sew using a range of stitches To gather ideas for designing a money container To design own money container To make a money container using textiles To evaluate a finished product
<u>Computing</u> Simulations	<u>Unit 1.7 - Coding</u> <ul style="list-style-type: none"> Following instructions Creating simple programs Computer simulation of real life events <u>Unit 2.1</u> <ul style="list-style-type: none"> Algorithms 	<ul style="list-style-type: none"> Children know that a computer simulation can represent real and imaginary situations Children can give some examples of simulations used for fun and for work Children can give suggestions of advantages and problems of simulations 	<p>To find out what a simulation is and understand the purpose of simulations.</p> <p>To explore a simulation, making choices and discussing their effects.</p> <p>To work through and evaluate a more complex simulation.</p> <ul style="list-style-type: none">

	<ul style="list-style-type: none"> • Collision detection - simulating air traffic control • Object types • Debugging <p><u>Unit 3.1</u></p> <ul style="list-style-type: none"> • Flowcharts • Timers and sequence • Simulation of lightning strike • Code, test, debug process 	<ul style="list-style-type: none"> • Children can use a simulation to try out different options and to test predictions • Children can recognise patterns within simulations and make and test predictions • Children can identify the relationships and rules on which the simulations are based • Children can evaluate a simulation to determine its usefulness for purpose • Children can create their own [simple] simulation. 	
<u>RE</u>	<ul style="list-style-type: none"> • Understand the bible story of salvation • Understand that the cross is a reminder of Jesus' death, and that putting things right can be costly • Symbols and objects are used to give a deeper meaning • Introduction to Holy Week • Recognise incarnation 	<ul style="list-style-type: none"> • Identify and explain the significance of the incidents of betrayal and trust in the Easter story – God's salvation plan. • Use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity and in my own life. • Ask good questions about people's values and commitments. • Use religious vocabulary to make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter. • Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter. 	<ul style="list-style-type: none"> • I know the Easter story. • I can compare Peter's and Judas' betrayal to Jesus • I can explore artwork depicting The Easter Story • I can explain the differences between the behaviour of Peter, Judas and the woman. • I understand the concept of betrayal and trust <p>Buddhism</p> <ul style="list-style-type: none"> • What are the Buddhist Symbols and What Do They Mean?

<u>Music</u>	<p><u>KS1</u> 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.</p>	Glockenspiel - Resonate	. Glockenspiel - Resonate
<u>PSHE</u>	<p><u>Year 2</u></p> <ul style="list-style-type: none"> • Healthy Eating • I can explain how to keep safe and health and know what should and shouldn't go into bodies; including medicines and household products. <p><u>Year 3</u></p> <ul style="list-style-type: none"> • Know about dangerous substances and affects. • Make choices to stay safe and healthy. Identify risk and act responsibly • I can explain rules and risks; including medicines, household products, alcohol, smoking, 	<ul style="list-style-type: none"> • The effects of exercise on the body • The effects of drugs on the body and the mind • Understand own perceptions of drugs and their impact • Be able to identify people and places of safety • Understand how to keep themselves safe from harm • How to take care of the body 	<ul style="list-style-type: none"> • I understand how exercise affects my body and know why my heart and lungs are such important organs • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help • I understand that, like medicines, some household substances can be harmful if not used correctly • I understand how complex my body is and how important it is to take care of it