

Curriculum Plan 2018-19

| Subject | Autumn Term | Spring Term | Summer Term |
|---------------------|--|---|--|
| Science | Animals including humans, digestion and teeth, Light and Sound | Electricity - Circuits and conductors TOPIC FOCUS | Living things and their Habitats. Materials – Solids, Liquids and gases. |
| Computing | We are Artists Drawing using a computer and simple programming We are co authors Produce a wiki | We are meteorologists Presenting the weather We are musicians Producing digital music | We are Software developers Design and make an interactive educational game. We are HTML editors Learn about the Internet and Web. |
| Religious Education | Creation What do Christians learn from the Creation story? Incarnation What is the Trinity? | Gospel What kind of world did Jesus want? Salvation Why do Christians call the day Jesus died 'Good Friday'? | Hinduism Visit to Hindu Temple |

Measurement

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
 Estimate, compare and calculate different measures, including money in pounds and pence
 Read, write and convert time between analogue and digital 12- and 24-hour clocks
 Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry (Shape)

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
 Identify acute and obtuse angles and compare and order angles up to two right angles by size
 Identify lines of symmetry in 2-D shapes presented in different orientations
 Complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry-Position and Direction

Describe positions on a 2-D grid as coordinates in the first quadrant
 Describe movements between positions as translations of a given unit to the left/right and up/down
 Plot specified points and draw sides to complete a given polygon.

Statistics

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
 Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

National Curriculum
English Expectations Year 3 and 4

Reading- Word Reading

Apply their growing knowledge of root words, prefixes and suffixes

Both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading -Comprehension

Develop positive attitudes to reading and understanding of what they read by

Listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Read books that are structured in different ways and reading for a range of purposes

Use dictionaries to check the meaning of words that they have read

Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Identify themes and conventions in a wide range of books

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Discuss words and phrases that capture the reader's interest and imagination

Recognise some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Ask questions to improve their understanding of a text

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 summarising these

Identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing -Transcription (Spelling)

Use further prefixes and suffixes and understand how to add them

Spell further homophones

Spell words that are often misspelt

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.

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and

Understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting

National Curriculum
English Expectations Year 3 and 4

Writing Composition

Plan their writing by:

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Discuss and recording ideas

Draft and write by:

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Organising paragraphs around a theme

In narratives, creating settings, characters and plot

In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

Assess the effectiveness of their own and others' writing and suggesting improvements

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing -Vocabulary, composition, grammar and punctuation

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Use the present perfect form of verbs in contrast to the past tense

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Use conjunctions, adverbs and prepositions to express time and cause

Use fronted adverbials

Use commas after fronted adverbials

Indicate possession by using the possessive apostrophe with plural nouns

Use and punctuate direct speech

Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading.

National Curriculum
Maths Expectations Year 4

Number

- Count in multiples of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- Order and compare numbers beyond 1000
- Identify, represent and estimate numbers using different representations
- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- Add and subtract numbers with up to 4 digits using the formal written methods of Column addition and subtraction where appropriate
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- 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 in mental calculations
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying and adding

Fractions

- 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 one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to 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
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Recognise and write decimal equivalents to quarter, half and three quarters.
- 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 one decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to two decimal places
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

| Subject | Autumn Term | Spring Term | Summer Term |
|---------------------|--|--|--|
| History | Ancient Greece— study of the ancient Greek civilisation. (TOPIC FOCUS) | | Local History of Bishop's Stortford - town trail and town mural (TOPIC FOCUS) |
| Geography | Where is Greece? Climate, population etc. | Weather and Climate Change (TOPIC FOCUS) | Local study of Bishop's Stortford - traffic; buildings and land use |
| Design & Technology | Textiles - stitching and fastening | Weather Quiz Boards —design and make a quiz board using electrical circuits (construction) | Take a seat - Designing and making chairs for the Mayor (DT construction) |
| Art | Sculpture Textiles | Journeys— art depicting journeys (Painting and drawing) | Sketching |
| Physical Education | Swimming Dance Games | Gymnastics Games Dance | Gymnastics Athletics Outdoor Activities |
| Music | Exploring Rhythmic patterns; Exploring arrangements; Christmas concerts and carols | Exploring melodies and scales Easter songs | Exploring signals Exploring descriptive sounds |
| French | All Around Town On the Move | Going shopping Where in the world | What's the time Holidays and hobbies |
| PSHE | Health and Wellbeing Relationships | Health and Wellbeing Relationships | Living in the Wider World |