

**Science****Spoken Language**

Developing their vocabulary  
 Articulating scientific concepts clearly and precisely  
 Making their thinking clear, both to themselves and others  
 Build secure foundations by using discussion to probe and remedy their misconceptions

**Sound**

Identify how sounds are made, associating some of them with something vibrating  
 Recognise that vibrations from sounds travel through a medium to the ear  
 Find patterns between the pitch of a sound and features of the object that produced it  
 Find patterns between the volume of a sound and the strength of the vibrations that produced it  
 Recognise that sounds get fainter as the distance from the sound source increases.

**Working Scientifically**

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  
 Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  
 Using straightforward scientific evidence to answer questions or to support their findings

**Music**

Develop an understanding of the history of music  
 Explore and express ideas and feelings about music using movement, dance and expressive and musical language

**Computing****Online Safety ES17**

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  
 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

**Media M18-M24**

Select, use and combine a variety of software on a range of digital devices to design and create a range of programs that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

**Languages**

**Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words**

**Reading skills-** Simple story

**Introductions-** colours, food, numbers to 20, days of the week.

**Writing-** Topic related sentences

**Art and Design / Design and Technology****Art and Design****Knowledge and skills**

Create sketch books to record observations and use them to review and revisit ideas

**Activity-**

Sketch a self-portrait in the style of Nefertiti planning colours, shades and tones

**Design and Technology****Design**

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

**Evaluate**

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

**Religious Education****How is Christmas celebrated in other countries?****AUTHORITY****WISDOM****Deep Question:**

*What do different people believe about God?*

Explain more about celebrations and the rituals which mark important points in life

Explain with reasons, their meanings and significance to individuals and communities

Discuss and represent own views on challenging questions about the significance of certain things

**English****Reading/ Comprehension****Develop positive attitudes to reading and understanding of what they read by:**

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

**Understand what they read, in books they can read independently, by:**

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying 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****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
- discussing 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 stanzas around a theme
- in poetry creating rhyme, rhythm and using other poetic features
- in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

**Evaluate and edit by:**

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing 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.**

**Spelling**

Adding the -ly suffix

Adding the prefix inter

Adding the ay sound

SF Homophones

**Common Exception words Year 3 and 4**

**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 un-joined

Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

**Grammar and punctuation**

**Commas** - Commas for Writing Lists, Commas to Separate Clauses, Commas After Introductions, Comma Practice

**Apostrophes** - Apostrophes for Omission, Apostrophes for Single Possession, Apostrophes for Plural Possession, Its and It's, Apostrophe Practice

**Inverted Commas** - Punctuating Speech, Punctuating Speech with ! or ?

**Speaking and Listening**

**Speak audibly and fluently with an increasing command of Standard English**

**Maintain attention and participate actively in collaborative conversations**

Listen to and discuss a wide range of fiction and identify themes

Discussion- develop, agree on and evaluate rules for effective discussion

Explaining the meaning of words in context

Opportunities to discuss language including vocabulary

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

Asking questions to improve their understanding of a text

Asking questions and predicting

Composing and rehearsing sentences orally

Participate in discussions about books

**History and Geography****A historical study- The Egyptians History and Rituals**

The achievements of the earliest civilisations and an overview of where and when they first appeared.

The children will make connections, contrasts and trends and develop the appropriate use of historical terms. They will address and devise historical questions. They will construct informed responses using a range of sources.

**Geography****Locational Knowledge**

Locate the world's countries, name and locate cities, geographical regions and change over time

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Activity:**

Day in the life of an Ancient Egyptian case study

**Physical education****Swimming and Gymnastics**

Swim 25m unaided using recognised strokes

To use compositional ideas in sequences such as changes in height, speed and direction

To develop an increased range of body actions and shapes to include in a sequence

To define muscles groups needed to support the core of their body

To refine taking weight on small and large body parts, for example hand and shoulder

**Intra school- Tri Golf**

**Mathematics****Tally chart, bar chart and line graphs**

Interpret and present discrete and continuous data using appropriate graphical methods

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

**Mixed numbers****Improper fractions**

**Conversion of fraction** Counting in hundredths

Recognise equivalent fractions using diagrams

**Adding and subtracting fractions**

Add and subtract with the same denominator

**Angles****Understanding and Measuring angles**

Use a protractor to measure angles

Understand the relationship between angles in quadrilateral shapes

**Multiplication and Division****Year 3 –**

recall and use multiplication and division facts for the 3, 8, 50 and 100.

**Year 4 -**

Count in multiples of 6,7,8,9

**PSHCE****Spiritual**

Why is self-reflection important? Reflect on the journeys you have taken and think how they have helped you to become a better person.

**Moral**

How do we know right from wrong? What different areas of life teach us morals? When should we trust our own instincts?

**Social – SEAL - Good to be me**

Should we give advice? What makes advice 'good advice'? Are there times when we should keep our advice to ourselves?

**Cultural**

Can we ever really know what living in the past was like? If you could visit any ancient culture, which would you visit and why?

**British Values****Democracy**

How did Pharaohs rule? What would happen if the people disagreed with the Pharaoh?

**Rule Of Law**

What is the difference between ancient Egyptian law and modern British law?

**Individual Liberty**

What are the myths and truths of slavery in ancient Egypt? How were Egyptian slaves treated?

**Mutual Respect**

Why is important to respect others in competition situations and uphold a fair play spirit?

**Tolerance of Different Faiths and Beliefs**

Were the Jewish people tolerated in ancient Egypt? Why should we show respect and tolerance of people from other faiths?