

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

Animals including humans

Describe the simple functions of the basic parts of the digestive system in humans
Identify the different types of teeth in humans and their simple functions
Construct and interpret a variety of food chains, identifying producers, predators and prey

Working Scientifically

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Identifying differences, similarities or changes related to simple scientific ideas and processes
Using straightforward scientific evidence to answer questions or to support their findings

Music

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Computing**Online Safety**

ES14 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computer Science

CS15- CS20 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Languages**Listen attentively to spoken language and show understanding by joining and responding**

Reading skills- Conversations between 2 or more people

Introductions-Name, place, age etc.

Writing- conversations between strangers.

Art and Design / Design and Technology**Art and Design**

Improve mastery of art and design techniques and skills including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
Manipulate a range of mediums and develop artistic skills.

Activity-Aztecs mask glue and oil painting including planning

Religious Education**What does worship mean?**

CYCLE OF LIFE

BELIEF

HOPE

Deep Question:

Beliefs- What do different people believe about God?

Describe different features of religions and worldviews

Observe and understand varied examples of religions and worldviews

Apply their own ideas thoughtfully in different forms including reasoning

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 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:

- 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

NC- Use further prefixes and suffixes. Understand how to add prefixes and suffixes.

NC- Write from memory simple sentences, that include words and punctuation taught so far

Adding the prefix mis- and revising un-, in-, dis,

Words ending in *zhuh* spelt -sure

Adding the prefix auto

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

Word types – Nouns, Adjectives, Verbs, Adverbs, Pronouns, Possessive Pronouns, Articles and Determiners

Clauses and Phrases – Clauses, Noun Phrases

Speaking and Listening

Speak audibly and fluently with an increasing command of Standard English

Use relevant strategies to build their vocabulary

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

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

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

Retelling stories orally

Composing and rehearsing sentences orally

Opportunities to discuss language including vocabulary

Discussing writing in order to learn from its structure, grammar and vocabulary

Read aloud their own writing using appropriate intonation so that the meaning is clear

Understanding and explaining the meaning of words in context

History and Geography**History- The achievements of the earliest civilizations**

An overview of where and when the first civilizations appeared in the Aztec dynasty (Incas/Moctezuma).

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**Human and Physical Geography and Locational Knowledge**

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Activity:

Locate and colour map Mexico and surrounding landscape. Climate zones in Mexico and how vegetation is affected.

Settlement and trade links. The Equator.

Physical education**New Age Kurling**

Develop flexibility, strength, technique, control and balance
Apply basic principles suitable for attacking and defending

Intra school- New Age Kurling**Mathematics****Whole numbers - Numbers to 100 00**

Find 1000 more or less than a given

Count backwards through zero

Recognise place value of each digit in 4 digit number

Roman numerals

Adding and subtract 4 digit numbers with written formal methods

Inverse operations

Two-step problems in context deciding on methods to use and why

Counting comparing Numbers to the nearest 10

Count in multiples of 6,7,9,25 and 100

Order and compare numbers beyond 1000

Rounding Numbers to the Nearest 10 000

Round any number to the nearest 10, 100 and 1000

Estimation and Factors

Identify, represent and estimate numbers using different representations

Factors and Multiples**Multiplication by a 1 digit 2 digit number**

Recall multiplication and division 12x12

Multiplying by 0, 1 and three numbers together

Distributive Law

Scaling and correspondence problems such *n objects* connecting to *m objects*.

Division by a 1 digit number and word problems

Solve number and practical problems with the above

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 and 9

PSHCE**Spiritual**

In what ways can we promote our personal spiritual health? How do we show what we believe about God?

Moral

Discuss the impact of the Spanish Conquistadors on the Aztec civilisation. Were they morally right to bring their 'civilised world' to South America?

Cultural

What are the benefits of fair-trade chocolate? How is chocolate used in cultural celebrations around the world?

British Values**Democracy**

Who should be our house Captain? Vote on House captains and School Council representatives

Rule Of Law

How did the Aztecs keep order in society?

Individual Liberty

Were all the social classes treated the same in ancient Aztec civilization? How did the arrival of the Spanish impact the Aztecs' individual liberty?

Mutual Respect

When two people have different views, can both be correct?

Tolerance of Different Faiths and Beliefs

How do we show respect to those with different faiths and beliefs? Analyse the differences in the ancient Aztec beliefs and the Christian faith the Spanish brought to them.