

Science

Spoken Language

Developing 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
some common conductors and insulators, and associate metals with being good conductors.

Living Things and their Habitats

Recognise that living things can be grouped in a variety of ways
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
Recognise that environments can change and that this can sometimes pose dangers to living things.

Working Scientifically

Asking relevant questions and using different types of scientific enquiries to answer them
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
Using straightforward scientific evidence to answer questions or to support their findings.

Music

Use and understand staff and other musical notations
musical patterns
To listen with concentration and recall sounds with increasing aural memory

Create

Computing

Understand how computers work
Use technology safely, respectfully and responsibly, recognising that everyone has a right to control their own data and that everyone has a right to be safe online
Recognise that computers are used to store and process information and data and that they can be used to solve problems and control systems such as machinery, robotics and autonomous vehicles, modelling systems and simulations, creating virtual worlds, and controlling real-world systems like transport, homes, and buildings
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Languages

Speak in sentences, using familiar vocabulary, phrases and basic language structures
Reading skills- Numbers 10+
Introductions- Greeting and different questioning styles/answers
Writing- Joining letters, adding vowels, greetings

Art and Design / Design and Technology

Make
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Follow a step-by-step plan, choosing the right equipment and materials

Technical knowledge
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Activity- Using collage to create a habitat for a specific creature.
Activity-Drawing still life Pootoos

Religious Education - Places of worship

Areas of discussion
CYCLE OF LIFE
IDENTITY
REMEMBERING
Deep Question: Beliefs-What is Judaism?

How do believers use symbolism to show their beliefs?
Reflect on our own ideas Explore and show understanding of similarities and differences between different religions and worldviews

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 poetic stanzas around a theme
- in poetry, creating settings with mood and tone
- 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- Write from memory simple sentences, that include words and punctuation taught so far

NC- Spell further homophones

Adding the -ly suffix

Adding the prefix inter

Adding the ay sound

Words ending in -ous

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)

Physical education

Net / wall games – tennis

I can place a shot in open space away from my opponent
I can use a ready position to successfully receive a serve or shot
I can stop, start and change directions quickly to defend my space
I can make a quick transition from offence to defence and from defence to offence.

Athletics

Take part in indoor and outdoor activities both individually and within a team
Develop flexibility, strength, technique, control and balance for example, through athletics

Intra school- Sports Day

Mathematics

Area and Perimeter Rectangles and squares

Understand the formula for area and perimeter
Use skills to solve problems for complex shapes
Understand the difference between the two shapes
Understand how to draw horizontal, vertical, parallel and perpendicular lines

Angles

Understanding and Measuring angles

Use a protractor to measure angles
Understand the relationship between angles in quadrilateral shapes

Multiplication and Division

This term the children will be completing the national times tables assessment provided by the government. This will assess all times tables facts up to 12 x 12. The children will have 6 seconds between each question to respond and type the answer on a device.

PSHCE

Circle of Life Project

We will be discussing everything we do relates to our **vision** for society: one that is fair and inclusive, based on a strong and secure democracy, and in which every person achieves their full potential as an active citizen, both personally and within their communities. Pupils will discuss this and select a project in which they can demonstrate these values.

Spiritual

What do you think about cruelty to animals? What do different religions teach us about respecting and caring for animals?

Moral

Do you think it is alright for people to destroy different habitats to create resources for human use? What can we do to make a difference?

Social

What is the best way to resolve our differences?

Cultural

Why is the cultural habit of relying on single use plastics damaging the environment? How can we reduce our plastic waste?

British Values

Democracy

Who is the Green Party and what is their political message?

Rule Of Law

Should rainforest areas be destroyed to make new buildings or plant crops?

Individual Liberty

What is your opinion about eating meat? Why would some people choose to become vegetarian or vegan?

Mutual Respect

Should littering be allowed?

Tolerance of Different Faiths and Beliefs

What does every cultural story have in common?