Curriculum Plans for Year 3/4

Year A

	AUTUMN	SPRING	SUMMER
Topic	**The Romans**	**World Climates**	**Our Local Area**
English	**Stories with familiar settings** **Information Texts** **Letter Writing** **Characterisation / Story Writing**	**Stories from other cultures** **Reports / Persuasive arguments** **Reading / Writing poetry** **Adventure Stories** **Instructional Texts**	**Traditional stories and playscripts** **Poems to perform** **Newspaper reports**
Grammar	**Year 3**		
	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Introduction to inverted commas to punctuate direct speech preposition, conjunction, word family, prefix, clause, subordinate clause ,direct speech ,consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')		
Grammar	**Year 4**		
	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials Determiner, pronoun, possessive pronoun ,adverbial		

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Spelling	**English NC Appendix 1: Spelling**	
Maths	**Year 3**	
	Number and place value	**Pupils should be taught to:** ● count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number ● recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ● compare and order numbers up to 1000 ● identify, represent and estimate numbers using different representations ● read and write numbers up to 1000 in numerals and in words ● solve number problems and practical problems involving these ideas
	Addition and subtraction	**Pupils should be taught to:** ● add and subtract numbers mentally, including: ○ a three-digit number and ones ○ a three-digit number and tens ○ a three-digit number and hundreds ● add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction ● estimate the answer to a calculation and use inverse operations to check answers ● solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
	Multiplication and division	**Pupils should be taught to:** ● recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables ● write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods ● solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
	Fractions (inc decimals and percentages	**Pupils should be taught to:** ● 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, 5/7 +1/7 = 6/7] ● compare and order unit fractions, and fractions with the same denominators ● solve problems that involve all of the above

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	Measurement	**Pupils should be taught to:** ● measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ● measure the perimeter of simple 2-D shapes ● add and subtract amounts of money to give change, using both £ and p in practical contexts ● tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks ● estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight ● know the number of seconds in a minute and the number of days in each month, year and leap year ● compare durations of events [for example to calculate the time taken by particular events or tasks]
	Geometry	**Pupils should be taught to:** ● draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them ● recognise angles as a property of shape or a description of a turn ● identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle ● identify horizontal and vertical lines and pairs of perpendicular and parallel lines
	Statistics	**Pupils should be taught to:** ● interpret and present data using bar charts, pictograms and tables ● solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
	Year 4	
	Number and place value	**Pupils should be taught to:** ● 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
	Addition and subtraction	**Pupils should be taught to:** ● add and subtract numbers with up to 4 digits using the formal written methods of columnar 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

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	Multiplication and division	**Pupils should be taught to:** ● 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 and commutativity 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, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
	Fractions (inc decimals and percentages	**Pupils should be taught to:** ● 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 ¼ , ½ , ¾ ● 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
	Measurement	**Pupils should be taught to:** ● 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	**Pupils should be taught to:** ● 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 ● describe positions on a 2-D grid as coordinates in the first quadrant

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		• 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	**Pupils should be taught to:** • 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

	Animals, including Humans	**Living Things and their Habitats** **States of Matter**	**Plants**
Science (inc working scientifically)	• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement • 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	• 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 • construct and interpret a variety of food chains, identifying producers, predators and prey • 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 (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

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History	**The Romans** The Roman Empire and its Impact on Britain Skills Milestones: Investigate and interpret the past: • Use evidence to ask and answer questions about the past. • Use more than 1 source of evidence for historical enquiry to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. Build an overview of world history: • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand chronology: • Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events. Communicate historically: • Use appropriate historical vocabulary to communicate, including: o dates		

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	○ time period ○ era ○ change ○ chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		
Geography		**World climates** Locational knowledge ● identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Human and physical geography ● describe and understand key aspects of physical geography, including climate zones and the water cycle Geographical Skills and Fieldwork ● use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied	**Compton - Local area study** Locational knowledge ● name and locate counties and cities of the UK Place knowledge: ● understand geographical similarities and differences through the study of human and physical geography of a region of the UK Human and physical geography ● describe and understand key aspects of human geography including types of settlement and land use Geographical skills and fieldwork ● use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied ● use eight points of the compass, symbols and keys to build their knowledge of the UK ● use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies

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Religious Education	**Inspirational People** (Christianity & Islam) **Christmas**	**Religion & the Individual** (Christianity & Islam) **Easter**	**Religion & the Community** (Christianity & Islam) Y3 Visit to Emmanuel
Computing	**Understanding algorithms** **Research and presentation skills** **Working collaboratively to create a website**	**Programming – start moving** **Recording and manipulating data in spreadsheets** **Research and present information** **Geometry and Art**	**Programming – Animations** **Mapping our local area**
	• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify ways in which to report concerns about content and contact • understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	• 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 • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify ways in which to report concerns about content and contact	• 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 • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify ways in which to report concerns about content and contact

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<table>
<tr><td rowspan="4">Music</td><td colspan="3">Year 3: First Access Recorder Provision</td></tr>
<tr><td colspan="3">● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
● improvise and compose music for a range of purposes using the interrelated dimensions of music
● listen with attention to detail and recall sunds with increasing aural memory
● use and understand staff and other musical notations
● appreciate and understand a wide range of high quality live and recorded music</td></tr>
<tr><td colspan="3">Year 4: First Access Strings Provision</td></tr>
<tr><td colspan="3">● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
● improvise and compose music for a range of purposes using the interrelated dimensions of music
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<tr><td rowspan="2">Physical Education</td><td>Invasion Games: Real PE Unit 1
Gym: Let’s Get Moving
Dance: skeletons dance</td><td>Real PE Unit 2
Dance
Handball</td><td>Real PE Unit 3
Multi-skills
Kwik Cricket / Tennis
Y4 Residential (Outdoor Education)</td></tr>
<tr><td>● use running, jumping, throwing and catching in isolation and in combination.
● play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
● develop flexibility, strength, technique, control and balance
● perform dances using a range of movements patterns
● compare their performances with previous ones and demonstrate improvement to achieve their personal best</td><td>● use running, jumping, throwing and catching in isolation and in combination
● play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
● develop flexibility, strength, technique, control and balance
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● play competitive games, modified where appropriate and apply basic principles. suitable for attacking and defending
● develop flexibility, strength, technique, control and balance
● compare their performances with previous ones and demonstrate improvement to achieve their personal best
● take part in outdoor and adventurous activity challenges, both individually and</td></tr>
</table>

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			within a team
Art	**Drawing** **Exploring mosaics through a range of media**	**Mixed media landscapes**	**Study of a local artist (Brian Pollard)**
	● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques including drawing painting and sculpture with a range of materials ● about great artists, architects and designers in history		
Design & Technology	**Pop up mechanisms**	**Moving Toys**	
	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. ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces Make ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ● investigate and analyse a range of existing	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 ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces Make ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ● investigate and analyse a range of existing	

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	products ● evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures	products ● evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge ● understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	
Languages	**French** **Getting to Know You** Greetings My name is . . . Age Numbers to 20 **All About Me** Colours Clothes	**French** **Around Town** Directions	**French** **Holidays and Hobbies**
	● listen attentively to spoken language and show understanding by joining in and responding ● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ● speak in sentences, using familiar vocabulary, phrases and basic language structures ● develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ● present ideas and information orally to a range of audiences ● read carefully and show understanding of words, phrases and simple writing ● appreciate stories, songs, poems and rhymes in the language ● broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ● write phrases from memory, and adapt these to create new sentences, to express ideas clearly ● describe people, places, things and actions orally and in writing ● understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English		

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SMSC – Incorporating PSHE, SRE and Citizenship	School Rules including health and safety Class Rules/Routines Friendships Acceptable/Unacceptable Behaviours Resilience Teamwork Tolerance Balance Lifestyles including food choices. **Spiritual reflection**	Feelings (extend vocabulary) Resilience Self-esteem Well being **Spiritual reflection**	Teamwork Resilience Emotions Asking for help Increasing independence Bullying Risks/Dangers/Hazards **Spiritual reflection**