

Curriculum Plans for Year 3/4

Year B

	AUTUMN	SPRING	SUMMER
Topic	The Vikings and Anglo-Saxons	Our history of Plymouth	Hinduism and India
English	<p style="text-align: center;">Shape poems Information texts Stories with historical settings</p>	<p style="text-align: center;">Letter Writing Adventure / Mystery stories Report Writing Instructional Writing</p>	<p style="text-align: center;">Non-Chronological reports Advertising leaflets Stories from a stimulus</p>
Year 3			
Grammar	<p>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]</p> <p>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]</p> <p>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]</p> <p>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’)</p>		
Year 4			
Grammar	<p>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]</p> <p>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.]</p> <p>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</p> <p>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</p> <p>Determiner, pronoun, possessive pronoun ,adverbial</p>		

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Spelling Y3/4	English NC Appendix 1: Spelling	
Year 3		
Maths	Number and place value	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● add and subtract numbers mentally, including: <ul style="list-style-type: none"> ○ 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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] ● compare and order unit fractions, and fractions with the same denominators ● solve problems that involve all of the above

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	Measurement	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● 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)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● 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 $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$● 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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● 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	

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	Geometry	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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 ● 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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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 		
Science (inc working scientifically)	Forces and Magnets Sound	Rocks	Electricity Light	
	<ul style="list-style-type: none"> ● 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 ● compare how things move on different surfaces ● notice that some forces need contact between 2 objects, but magnetic forces can act at a distance ● observe how magnets attract or repel each other and attract some materials and not others ● compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify 	<ul style="list-style-type: none"> ● compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ● describe in simple terms how fossils are formed when things that have lived are trapped within rock ● recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> ● identify common appliances that run on electricity ● construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ● identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ● recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ● recognise some common conductors and insulators, and associate metals with being good conductors ● recognise that they need light in order to see things and that dark is the absence of light ● notice that light is reflected from surfaces ● recognise that light from the sun can be dangerous and that there are ways to protect their eyes 	

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	<p>some magnetic materials</p> <ul style="list-style-type: none"> describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing 		<ul style="list-style-type: none"> recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change
History	<p>Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Skills Milestones: Investigate and interpret the past:</p> <ul style="list-style-type: none"> 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. <p>Build an overview of world history:</p> <ul style="list-style-type: none"> 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. 	<p>Local History Study</p> <p>Skills Milestones: Investigate and interpret the past:</p> <ul style="list-style-type: none"> 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. <p>Build an overview of world history:</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history 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. <p>Understand chronology:</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with 	

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	<p>Understand chronology:</p> <ul style="list-style-type: none"> 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. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>evidence, on a timeline.</p> <ul style="list-style-type: none"> Use dates and terms to describe events. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	
Geography			<p style="text-align: center;">UK Study</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

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			<p>Human and physical geography</p> <ul style="list-style-type: none"> ● describe and understand key aspects of: <ul style="list-style-type: none"> ○ physical geography, including rivers and mountains ○ human geography, including types of settlement and land use <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom
Religious Education	<p>Worship & Pilgrimage (Christianity) Christmas</p>	<p>Symbols & Religious Expression (Christianity) Easter</p>	<p>Worship, Religious Expression & Festivals (Hinduism) Y3 – Visit to Emmanuel Church</p>
Computing	<p>Understanding Algorithms Programming loops and conditional variables Research and presentation skills</p>	<p>Combining Text and images Research and present information</p>	<p>Research and present information</p>
	<ul style="list-style-type: none"> ● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ● use sequence, selection, and repetition in 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/ 	<ul style="list-style-type: none"> ● 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ● understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for 	<ul style="list-style-type: none"> ● 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ● understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for

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	<p>unacceptable behaviour; identify ways in which to report concerns about content and contact</p> <ul style="list-style-type: none"> 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 	<p>communication and collaboration</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways in which to report concerns about content and contact 	<p>communication and collaboration</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways in which to report concerns about content and contact
Music	Year 3: First Access Recorder provision		
	<ul style="list-style-type: none"> 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 sounds 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 		
	Year 4: First Access Strings provision		
	<p>Real PE Unit 4 Dance: Viking Dances Gymnastics: Making shapes</p>	<p>Real PE Unit 5 Dance: Wartime dances</p>	<p>Real PE Unit 6 Boccia Athletics / Rounders Y4 Residential (Outdoor Education)</p>
Physical Education	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 perform dances using a range of movements patterns 	<ul style="list-style-type: none"> 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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	<ul style="list-style-type: none"> perform dances using a range of movements patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> 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 within a team
Art	Drawing - illuminated letters	Drawing - (John Piper - stained glass windows)	Digital art Pattern and colour
	<ul style="list-style-type: none"> 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		Food technology - Making a wartime soup	Jointed puppets
		<p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the 	<p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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

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		<p>views of others to improve their work</p> <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world <p>Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<p>ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
<p>Languages</p>	<p>French Getting to Know You Greetings My name is . . . Age Numbers to 20 Classroom Commands</p> <p>All About Me My Body Colours Clothes</p>	<p>French Ma Famille Introducing family members and saying their names Pets Where I live and the names of countries (Link to UK study)</p> <p>Food Glorious Food Likes/dislikes (Link to DT) Asking for things</p>	<p>French Our School What is in your pencil case?</p> <p>Time Days of the week The Hungry Caterpillar- revise food, numbers and days of the week (French picnic)</p>
	<ul style="list-style-type: none"> 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 		

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	<p>using a dictionary</p> <ul style="list-style-type: none"> ● 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 		
<p>SMSC – Incorporating PSHE, SRE and Citizenship</p>	<p>School Rules including health and safety Class Rules/Routines Listening (and responding appropriately) Friendships Acceptable/Unacceptable Behaviours Resilience Teamwork Tolerance Spiritual reflection</p>	<p>Physical, mental and emotional health. Feelings (extend vocab) Emotions Self-esteem Well-being Responsibility for actions Spiritual reflection</p>	<p>Teamwork Resilience Friendships Resolution of disputes Tolerance & Acceptance Recognising Achievements Transitions/Preparing for change Spiritual reflection</p>