



Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Year 4
TERM	Autumn 1

CLASS READER	VEHICLE TEXT(S) FOR READING & WRITING

LEARNING OVERVIEW
This half term, Year 4 will journey to the banks of the Nile in History, discovering how the river supported Ancient Egyptian farming, trade and society, before bringing their geographical thinking closer to home through Geography, where they will explore how maps, symbols, scale and direction help us understand the local area. In Science, pupils will investigate food chains, teeth and the fascinating journey food takes through the digestive system. Creativity and problem-solving will be at the heart of Art, Computing and Design and Technology as children develop three-dimensional drawing techniques, create interactive programs in Scratch and design protective packaging using strong shell structures. They will also learn to hold their own part in layered songs in Music, build teamwork and tactical awareness through football in PE, consider the qualities that make an inspiring role model in Religious Education, and grow in confidence using Spanish to communicate dates and explore birthday celebrations in different cultures.

SIGNIFICANT PEOPLE PAST & PRESENT	
• Jesus (RE) • Muhammad (PBUH) (RE)	• Martin Luther King Jr (RE)

UNCRC LINKED ARTICLES	
- Article 2 – Non-discrimination - Article 14 – Freedom of thought, belief and religion - Article 24 – Health and health services	- Article 29 – Goals of education - Article 30 – Culture, language and religion - Article 31 – Leisure, play and culture

SUBJECT	CONSOLIDATING: WHAT SKILLS SPECIFIC TO THIS TOPIC ARE BEING BUILT UPON? WHAT KNOWLEDGE SPECIFIC TO THIS TOPIC IS BEING CONSOLIDATED?	HEAD* WHAT SUBSTANTIVE KNOWLEDGE SHOULD THE CHILDREN LEARN?	HAND* WHAT DISCIPLINARY KNOWLEDGE AND SKILLS SHOULD THE CHILDREN LEARN?	HEART* WHAT VALUES AND EMOTIONAL INTELLIGENCE CONCEPTS SHOULD THE CHILDREN DEVELOP?
READING:	Year 3: - Connect prior knowledge with context. - Locate and discuss words and pre-taught vocabulary to find out what the text is about. - Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context. - Read a range of texts with increasing accuracy and fluency. - Develop views about what is read with support. - Develop positive attitudes to reading and understanding of what is read. - Read aloud using punctuation to aid expression and intonation. - Self-correction, including re-reading and reading ahead. - Re-reading sentences for clarity. - Skim to gain an overview of a text, e.g. topic, purpose. - Identify different purposes of texts, e.g. to inform, instruct, explain. - Read short information texts independently with concentration.	Ready, Steady Read Together Scheme: Fiction: - Beowulf - Stories from Around the World Non-Fiction: - The Travel Book - How to Spaghetlify Your Dog Poetry: - Werewolf Club Rules - Cherry Moon Comprehension: - Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Increase their familiarity with a wide range of stories and retelling (including myths and legends) some of these orally with an appropriate use of story-book language. - Read a wide range of books that are structured in different ways and read for a range of purposes. - Confidently participate in discussion about both books that are read to them and those they read independently. - Identify themes and conventions in an increasing range of books.	Reading Skills: - Read texts, including those with few visual clues, increased independence and concentration. - Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context. - With increased independence develop views about what is read. - Develop positive attitudes to reading and understanding of what is read. - Read aloud using punctuation to aid expression and intonation. - Self-correction, including re-reading and reading ahead. - Skim to gain an overview of a text, e.g. topic, purpose. - Skim to gain the gist of a text or the main idea in a chapter. - Read short information texts independently with concentration. - Identify how texts differ in purpose, structure and layout. - Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount. - Enhance understanding in information text through, e.g.	- Pupils will show respect by listening carefully to one another's ideas, taking turns to speak and valuing the different stories, sentences and vocabulary choices shared by others. - Pupils will take responsibility for their writing by trying their best, using the resources available to them and making careful choices about words, punctuation and presentation. - Pupils will take responsibility when working with a partner or group by sharing ideas, helping others and contributing positively to writing tasks. - Pupils will develop reflection by reading back their own writing, noticing what they have done well and identifying simple ways to improve with support. - Pupils will use reflection to respond to feedback, edit their writing and begin to set small targets for improvement. - Pupils will show resilience by building confidence as writers, having a go at new vocabulary, sentence structures and spelling patterns, and continuing even when writing feels challenging. - Pupils will show resilience by learning that writing improves

	- Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. - Look for specific information in texts using contents, indexes, glossaries, dictionaries. - Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. - Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Increase their familiarity with a wide range of stories (including fairy stories). - Increase their familiarity with a wide range of books and retell some of these orally. - Read a range of books that are structured in different ways and read for a range of purposes. - Participate in discussion about both books that are read to them and those they can read for themselves. - Identify simple themes and conventions in an increasing range of books. - Retrieve and record some information from non-fiction. - Identify how language, structure and presentation contribute to meaning. - Recognise some different forms of poetry [for example, free verse, narrative poetry].	- Confidently retrieve and record information from non-fiction. - Identify how language, structure and presentation contribute to meaning. - Recognise a range of poetic forms [for example, free verse, narrative poetry]. - Prepare poems play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. - Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. - Predict what might happen from details stated and implied. - Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence. - Ask some questions to improve their understanding of the text. - Identify main ideas drawn from more than two paragraphs and summarise these. - Discuss many words and phrases that capture the reader's interest and imagination. - Begin to use more complex dictionaries to check the meaning	illustration, photographs, diagrams and charts. - Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre-taught vocabular, bold print, captions, bullet points. - Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. - Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. - Look for specific information in texts using contents, indexes, glossaries, dictionaries. - Re-reading sentences for clarity.	through practice, drafting, editing and trying again. - Pupils will develop a positive attitude towards writing by enjoying stories, poems and non-fiction texts, and using these as inspiration for their own writing. - Pupils will show respect and kindness when responding to the work of others, giving feedback in a supportive way and recognising the effort that has gone into each piece of writing.
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	• Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action. • Predict what might happen from details stated and some which are implied. • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence. • Ask some questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss some words and phrases that capture the reader's interest and imagination.	of many unknown words that they have read. <i>Vocabulary:</i> <i>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</i>		
WRITING:	Year 2: • Use expanded noun phrases to describe and specify. • Use the present and past tenses correctly and consistently, including the progressive form. • Develop understanding of some features of written Standard English. Year 3: • Express time, place and cause using conjunctions, adverbs and prepositions. • Extend the range of sentences with more than one clause by using a wider range of	Ready, Steady, Write Scheme: Vehicle Text: • Leon and the Place Between Grammar: Word • Develop understanding of standard English forms for verb inflections (we were instead of we was). Grammar: Sentence • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. • Fronted adverbials. Grammar: Text	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Narrate: • A portal narrative. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Persuade: • A persuasive magic show report Handwriting: • Use the diagonal and horizontal strokes needed to join letters in some of their writing. • Increase the legibility, consistency and quality of their handwriting.	• Pupils will show respect by listening to others' ideas, taking turns and valuing the words and sentences shared by their peers. • Pupils will take responsibility for their writing by using available resources and making increasingly careful choices about vocabulary, punctuation and presentation. • Pupils will show responsibility when working with others by sharing ideas, taking part and supporting their partners. • Pupils will develop reflection by reading back their writing, identifying what works well and

	conjunctions, including when, if, because and although. • Use paragraphs to group related material. • Use the present perfect form of verbs instead of the simple past. • Maintain the correct and consistent use of tense in writing. • Introduce inverted commas to punctuate direct speech. • Use and punctuate direct speech.	• Nouns or pronouns to aid cohesion and avoid repetition. • Develop understanding using the present perfect forms of verbs (reinforcement from Y3) Grammar: Punctuation • Inverted commas and other punctuation to indicate direct speech. • Use commas after fronted adverbials. Vocabulary: <i>determiner, pronoun, possessive pronoun, adverbial</i>	Composition: • Draft and write in narratives, creating settings, characters and plot with a clear consideration for the audience and purpose • Draft and write non-narrative material, using simple organisational devices. • Edit own work considering accuracy and engagement, making appropriate and justified changes based on current learning.	noticing where meaning could be clearer. • Pupils will use reflection to respond to feedback and make appropriate changes to their writing with increasing independence. • Pupils will show resilience by trying new vocabulary, sentence structures and spelling patterns, even when they find them difficult. • Pupils will develop resilience by returning to their writing to revise, edit and improve it rather than accepting their first attempt. • Pupils will develop a positive attitude towards writing by using stories, poems and non-fiction texts as inspiration for their own ideas. • Pupils will show respect when discussing others' writing by giving supportive feedback and recognising effort as well as success.
MATHEMATICS:	Year 3: Number & Place Value: • 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 3-digit number (100s, 10s, 1s). • Compare and order numbers up to 1,000. • Identify, represent, and estimate numbers using different representations. • Read and write numbers up to 1,000 in numerals and in words.	• Retrieve the multiplication tables for 6, 7, 9. • Express strategies for counting in these steps, for example, adding 9 = (+10, -1). • Identify the value of digits in a four-digit number. • Explain the meaning of more and less. • Explain how place value can change when adding or subtracting given amounts, e.g., 1000 more. • Define ascending and descending. • Identify the meaning of back/backwards and reverse order.	Number & Place Value: • Count in multiples of 6, 7, 9, 25 and 1,000. • Find 1,000 more or less than a given number. • Count backwards through 0 to include negative numbers. • Recognise the place value of each digit in a four-digit number. • Order and compare numbers beyond 1,000. • Identify, represent, and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1,000.	• Pupils will show respect by listening carefully to others' mathematical ideas and explanations. • Pupils will show respect by taking turns when discussing and solving problems collaboratively. • Pupils will show respect by recognising that different methods can be equally valid. • Pupils will show respect by agreeing, questioning and challenging ideas appropriately. • Pupils will demonstrate responsibility by selecting appropriate methods, equipment and resources.

	- Solve number problems and practical problems involving these ideas. Addition & Subtraction: - Add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s. - Add and subtract numbers with up to 3 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.	- Explain what a negative number is and how this can be represented on a number line. - Identify the meaning of the inequality symbols $>$ and $<$. - Know that numbers can be represented in various ways, such as numerals, words, expanded form (e.g., $4,000 + 500 + 60 + 3$), and even using manipulatives. - Explain the meaning of rounding. - Express ways in which rounding can be applied in real world contexts. - Explain the rules for rounding based on the digit in the specified place value column. - Know that number have been represented in different ways in the past and in different cultures. - Know how Roman Numerals are used to represent specific numbers. - Know that over time, the numeral system changed to include the concept of 0 and place value. - Explain how column methods of addition and subtraction should be laid out. - Identify the meaning of renaming. - Explain the term inverse and how this can be used to check calculations.	- 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). Addition & Subtraction: - 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.	- Pupils will demonstrate responsibility by explaining their mathematical thinking rather than simply giving others the answer. - Pupils will demonstrate responsibility by checking their calculations and correcting errors. - Pupils will demonstrate responsibility by contributing positively when working with a partner or group. - Pupils will develop reflection by reviewing their methods and considering whether their answers are reasonable. - Pupils will develop reflection by learning from mistakes and using feedback to improve. - Pupils will develop reflection by comparing different strategies and identifying efficient approaches. - Pupils will develop reflection by explaining what they have learned and identifying their next steps. - Pupils will develop resilience by persevering when calculations, reasoning or problems are challenging. - Pupils will develop resilience by trying a different strategy when their first approach is unsuccessful. - Pupils will develop resilience by breaking complex problems into smaller, manageable steps. - Pupils will develop resilience by recognising that mistakes and misconceptions are an important part of mathematical learning.
SCIENCE:	Year 1: Identify, name, draw and label the basic parts of the human body.	Animals including Humans:	Ask Questions: Consider their prior knowledge when asking questions.	Pupils will develop respect by recognising that every plant and

	- Identify and name a variety of common animals that are carnivores, herbivores, and omnivores. Year 2: - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Year 3: - 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. - Consider their prior knowledge when asking questions. - Independently use a range of question stems. Where appropriate, they answer these questions. - Answer questions posed by the teacher. - Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. - With support, decide how to record and present evidence. - Answer own and others' questions based on information gained from secondary sources. - With support, check answers are consistent with evidence. - Communicate findings to an audience both orally and in writing, using appropriate scientific language.	- A food chain shows how living things get the nutrients that they need. - It makes the links between different producers, predators and prey clear. - Food chains vary in length, and some consumers will eat more than one thing. - Removing any link in a food chain can disrupt the balance of nature. - Humans have three types of teeth: - Incisors which cut and bite off pieces of food. - Canines which tear food apart. - Molars which crush and grind food. - The teeth and tongue work together to chop up food before mixing it with saliva. - Chewed up food is swallowed and travels down the oesophagus into the stomach. - In the stomach, swallowed food is mixed with acid to break the food down more. - In the small intestine, nutrients pass through into the blood. - In the large intestine the water from leftover food is absorbed. - Leftover food enters the rectum which holds undigested food as faeces. <i>Vocabulary:</i> <i>nutrient, producers, consumers, predator, prey, herbivore, carnivore, omnivore, digestion, saliva, faeces</i>	- Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. - Identify the type of enquiry to answer a question. - Answer questions posed by the teacher. Enquiry: - Follow a plan to carry out: observations and tests to classify. - Follow a plan to carry out: observations over time. Observe: - Make systematic and careful observations. Record/Present: - With support, decide how to record and present evidence. - Record observation, for example: using photographs, videos, pictures, labelled diagrams or writing.	animal has an important role within a food chain. - Pupils will consider our responsibility to protect habitats and understand how removing one organism can affect the whole food chain. - Pupils will reflect on how the shape of each type of tooth helps it to perform a particular function. - Pupils will take responsibility for caring for their teeth by making informed choices about brushing, diet and dental care. - Pupils will develop resilience by persevering with new scientific vocabulary and following the different stages of a complex process. - Pupils will reflect on how the organs of the digestive system work together to absorb nutrients and remove waste.
ART:	Year 3: Continue to use a sketchbook to record media experimentations to	Drawing – Introduction to Drawing 4: 3D drawing represents objects with height, width, and depth to make them appear lifelike.	Exploring & Developing Ideas: Use a sketchbook to collect and record visual information from different sources as well as	Pupils will develop reflection by recalling previously learned techniques and considering how these can improve their drawing.

	demonstrate development of skill over time. • Use a sketch book to express feelings about a piece of art. • Make notes in a sketch book about techniques used by artists studied. • Explain how a piece of art makes them feel with increasing clarity. • Discuss own work and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques. • Begin to draw objects with accuracy. • Experiment with different grades of pencil to create different lines and marks. • Experiment with ways in which surface detail can be added to drawings through texture and pattern. • Discuss the importance of shadow, light and dark. • Explore smooth shading and blending with different media to achieve a range of light and dark tones. • Begin to explore how artists draw foregrounds and backgrounds for perspective.	• Drawing cuboids and pyramids can be done accurately, using two-point perspective. • Two-point perspective uses two vanishing points on the horizon line for a more dynamic effect. • We can use different shading techniques to add shadows and highlights. • In hatching and cross hatching, the closer the lines are together, the darker the area will look. • Shadows and highlights are important for creating the illusion of three dimensions. • Darker areas represent shadows, while lighter areas represent highlights. • We can use a horizon line to create a background, middle ground and a foreground adding depth to our drawing. <i>Vocabulary:</i> <i>three-dimensional, perspective, horizon line, vanishing point, shading, shadow, highlight, tone, hatching, cross hatching, landscape, composition</i>	experimentations/ planning/trying out ideas for future works. • Express thoughts and feelings about their own work and that of others through annotation. • Use a sketchbook to make notes on how they would adapt and improve their work. Responding to Art: • Discuss and review own and others work, expressing thoughts and feelings, supported by their views with their knowledge or artists and techniques. • Reflect and explain the successes and challenges in a piece of art they have created. • Identify changes they might make or how their work could be developed further. Drawing: • Draw for a sustained period of time. • Explore drawing more complex shapes and forms, e.g. cylinders, cones, pyramids and spheres. • Begin to show that objects have a third dimension, e.g. through two-point perspective. • Experiment with more complex compositions including middle ground, horizon line, focal points and movement. • Use different grades of pencils and other drawing implements to achieve variation in tone. • Experiment with different shading techniques including hatching and cross hatching.	• Pupils will develop resilience by persevering with perspective and practising until their objects show height, width and depth. • Pupils will demonstrate responsibility by observing the direction of light carefully and applying shadows, highlights and tone accurately. • Pupils will reflect on how the foreground, middle ground, background and horizon line can be arranged to create an effective composition. • Pupils will develop resilience by sustaining their effort and combining perspective, shading and composition in a detailed landscape drawing. • Pupils will show respect by discussing artwork thoughtfully, giving supportive feedback and listening to suggestions for improvement.
COMPUTING:	Year 3:	Kapow Computing Scheme: Programming: Further Coding with Scratch:	• Working towards a given goal that a program needs to accomplish.	• Pupils will develop reflection by observing how changes to

	- Decomposition is the process of breaking down a task or problem into smaller parts. - Breaking down a problem into smaller parts makes it easier to solve. - Working towards a given goal that a program needs to accomplish. - Breaking down what they want to achieve into smaller, manageable parts. - Tinkering with an existing text-based code to see how it affects a program. - Remixing code to alter and add to an existing program. - Recognising the relationship between what is happening in a program and the written (block) code. - Working backwards, beginning to identify the code they think a program uses. - Running small chunks of code at a time to find the error or bug.	Lessons 1 – 3 To know: - Breaking down a problem into smaller parts makes it easier to solve the problem. - Loops are used to save time when writing code by reducing repetition. - A variable is a container or holder for storing information that can change, e.g. numbers or text. - Conditional statements tell the computer what to do next based on a user's input. <i>Vocabulary:</i> condition, if statement, variable	- Breaking down what they want to achieve into smaller, manageable parts. - Tinkering with an existing text-based code to see how it affects a program. - Remixing code to alter and add to an existing program. - Creating loops to make code more efficient in block-based programs. - Beginning to use variables in block-based programming languages to make programs more interactive. - Including a conditional statement in block-based programming languages. - Recognising the relationship between what is happening in a program and the written (block) code. - Working backwards, beginning to identify the code they think a program uses.	variables and conditions affect what happens in a program. - Pupils will demonstrate responsibility by selecting and sequencing conditions carefully so that the program responds correctly to sensor inputs. - Pupils will show respect by listening to others' ideas and considering how their game can be clear and enjoyable for the player.
DT:	Year 2: - Know that freestanding structures stand on their own foundation or base without attachment to anything else. - Begin to understand the concept of centre of gravity and how this impacts a structure's stability. - Test different methods of enabling structures to remain stable. - Make structures more stable by giving them a wide base. - Know that the weight of the structure needs to be evenly spread on the base to make it secure. Year 3:	Protective Product Packaging Shell: Lessons 1 – 3 CONTEXT: <i>"Hi, my name is Kane, and I am a ceramics designer. I am making some mugs based on popular children's books, and I need boxes to package them in. The box design needs to be related to the mug inside and it needs to be protective, so that the mug does not get damaged. Can you help me design and make something?"</i> - A shell structure is a hollow structure made from a thin outer layer. - Shell structures are often used for protection.	Structures: - Recognise that shell structures are hollow structures made from a thin outer layer. - Identify that shell structures are often used for protection. - Continue to use appropriate vocabulary for tools, materials and their properties. - Create simple 3D shell structures using 2D nets. - Investigate ways of strengthening a shell structure. - Strengthen a shell structure through laminating, corrugating or ribbing. Evaluating: - Existing Products:	- Pupils will develop reflection by considering how shell structures are shaped to protect the objects or people inside them. - Pupils will develop resilience by cutting, scoring and folding nets carefully, trying again when a structure does not fit together correctly. - Pupils will demonstrate responsibility by selecting suitable strengthening techniques to create a safe and effective structure.

	- Evaluating Existing Products: - how well products have been designed, - whether products can be recycled or reused, - how well products have been made, - why materials have been chosen, - what methods of construction have been used, - how well products work, - how well products achieve their purposes, - how well products meet user needs and wants.	- Shell structures include, product packaging, igloos and the O2 Arena. - A net is a flat, 2D shape that can be folded to make a 3D object. - To make a 3D shell structure, we need to cut out and fold a net. - Scoring the folds on a net helps create clean edges when making 3D shapes. - Stronger shell structures are better at protecting what is inside. - Strengthening methods include: - laminating, - corrugating, and - ribbing. <i>Vocabulary:</i> <i>cuboid, face, edge, net, prism, scoring, vertex, laminating, corrugating, ribbing</i>	- how well products have been designed, - whether products can be recycled or reused, - how well products have been made, - why materials have been chosen, - what methods of construction have been used, - how well products work, - how well products achieve their purposes, - how well products meet user needs and wants.	
GEOGRAPHY:	Year 1/2: - Devise simple picture maps. - Devise a simple map and use and construct basic symbols in a key. - Take digital photographs of geographical features in the locality. - Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. - Begin to use eight points of a compass. Year 3: - Know and understand aspects of physical geography including: mountains, lakes and rivers. - Know and understand aspect of human geography including: settlements, land use and economic activity.	A Closer Look at Maps: Lessons 1 – 3 - A map shows important physical and human features of an area. - Maps use scale and positioning to ensure they can be used. - Features are marked using specific colours or symbols. - Different colours for different land uses can provide more detail. <i>Vocabulary:</i> <i>key, scale, orientation, direction</i>	Fieldwork: - Observe and record human and physical features in the local area. - Carry out research, such as a survey, to discover features of a location. Interpret a Range of Sources: - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Mapwork: - Create a sketch map of the local area. - Use map symbols. - Accurately plot North, East, South, West on a map. - Label the same features on an aerial photograph as on a map. - Use eight points of a compass, symbols, and keys to	- Pupils will develop respect by recognising and valuing the natural and human features of their local area. - Pupils will demonstrate responsibility by representing local features carefully, using accurate positioning, scale and direction. - Pupils will reflect on how consistent symbols and colours help maps communicate geographical information clearly.

	- Identify human features of a location (e.g. rural vs urban setting). - Observe and record human and physical features in the local area. - Carry out research, such as a survey, to discover features of a location. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.		communicate knowledge of the UK and the wider world.	
HISTORY:	Year 3: - The British Neolithic Era started around 4,100 BCE. - The British Bronze Age started around 2,700 BCE. - An empire is a kingdom that rules over many lands and people. - Empires grow by taking over land, people and their resources. - Understand that some historical events/periods occurred concurrently in different locations. - Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates. - Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during. - Recognise the difference between primary and secondary sources. - Using a range of sources, e.g. historical documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to find out about a period.	Great Builders: The Ancient Egyptians Lessons 1 – 3 - The Ancient Egyptian civilization existed at the same time as the British Neolithic era, Bronze Age and Iron Age. - Ancient Egypt was located in North-eastern Africa, along the banks of the River Nile. - The civilization of Ancient Egypt existed from around 3100 BCE to 30 BCE. - The Nile was a source of freshwater, and the surrounding land was fertile for farming. - The Nile was a natural transportation and trade route. - The society had a hierarchical structure. - Pharaohs were believed to be divine rulers with a direct connection to the gods. <i>Vocabulary:</i> <i>civilization, agriculture, transportation, hierarchy, society, pharaoh</i>	Chronology: - Understand that some historical events/periods occurred concurrently in different locations. - Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates. - Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during. Using Sources for Enquiry: - Recognise the difference between primary and secondary sources. - Using a range of sources, e.g. historical documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to find out about a period. Similarities and Differences: - Identify some key features of past societies and periods. - Recognise some similarities and differences between daily lives of people in the past and today. Cause and Consequence:	- Pupils will reflect on where Ancient Egypt fits within world history and recognise that different historical periods occurred at the same time. - Pupils will develop respect for the natural environment by recognising how the Nile supported farming, transport, trade and daily life. - Pupils will reflect on how power, work and status were distributed within Egyptian society and how this affected people's lives.

	- Identify some key features of past societies and periods. - Recognise some similarities and differences between daily lives of people in the past and today. - Describe more than one consequence linked to a single cause. - Identify some significant features of the past, including ideas and beliefs.		- Describe more than one consequence linked to a single cause. Historical Significance: - Identify some significant features of the past, including ideas and beliefs.	
MUSIC:	- Music can be described using musical elements such as pitch, rhythm, tempo and dynamics. - That contrast in music means using differences to make it more interesting. - Dynamics: To know that dynamics describe the volume of music and can change within a piece. - Melody: To know that melodies are made from a sequence of pitches that move higher, lower or stay the same. - Listening with attention to detail, focusing on a specific feature of the music. - Recognising and discussing how pitch changes. - Recognising and discussing how volume (dynamics) change. - Using some musical vocabulary when describing music. - Beginning to maintain a singing part within a group. - Singing songs where the melody moves up and down in small steps. - Singing in a round, maintaining an independent part with a group. - Considering their own volume (dynamics) when singing in a group.	Kapow Music Scheme: Singing in Parts: Loops and Layers Listening and Evaluating To know: - Composers choose musical elements to create particular effects or moods. - Contrast is created by changing elements, such as dynamics, tempo or instruments. <i>Vocabulary:</i> <i>beat, harmony, melodic loop, melody, rhythmic loop, round, singing technique</i>	Listening and Evaluating - Confidently and independently coordinating movement with the beat of the music. - Recognising simple patterns and repetition in rhythm and pitch. - Recognising where the strong beats fall within a piece of music. Creating Sound - Consistently maintaining the pulse of the music when singing, even when singing in two-part rounds. - Singing with an awareness of their own dynamics (volume) within the context of a group. - Practising singing songs with a wider pitch range and those where there are some large leaps in pitch. Improvising and Composing - Working collaboratively to plan the order of individual contributions in a group piece. - Composing musical responses to a variety of physical and abstract stimuli (such as emotions and time periods). - Repeating sequences of sound in their improvisations. Performing	- Pupils will demonstrate responsibility by maintaining their own part while listening carefully to the other singers. - Pupils will develop resilience by repeating melodic and rhythmic patterns accurately and continuing when they lose their place. - Pupils will show respect by listening to others' musical ideas and working collaboratively to organise individual contributions. - Pupils will reflect on how loops, dynamics and contrasting sections can be arranged to create an effective song. - Pupils will develop resilience by maintaining the pulse, melody and their own entry while other parts are sung at the same time.

	• Actively trying to match the correct pitch when singing. • Beginning to recognise how posture improves the singing voice. • Beginning to sing clearly, pronouncing words accurately. • Using simple breathing techniques to help support their voice. • Composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character. • Composing short sequences of sound within certain parameters. • Beginning to offer constructive thoughts and opinions on peer performances. • Reflecting on their own performance and expressing what went well. • Performing simple parts and keeping a steady beat with support from a backing track. • Beginning to have an awareness of the difference between practice and performance.		• Beginning to have an awareness of the difference between practice and performance. • Beginning to offer constructive thoughts and opinions on others' performances. • Starting to maintain a steady beat throughout a performance.	
PE:	Year 3: • Width creates attacking opportunities. • Marking reduces attacking options. • Quick transitions create advantage. • Communication supports teamwork. • Maintaining possession can control the game. • Positioning affects attacking and defending success.	Invasion Games (Football): • Width creates attacking opportunities. • Marking reduces attacking options. • Quick transitions create advantage. • Communication supports teamwork. • Maintaining possession can control the game. • Positioning affects attacking and defending success.	• Apply dribbling, passing, receiving and shooting techniques consistently. • Apply principles of width, marking, possession and transition. • Evaluate tactical decisions and teamwork effectiveness. • Show resilience and communication during competition.	• Pupils will show respect by demonstrating sportsmanship during competitive situations, recognising the efforts of teammates and opponents. • Pupils will show respect by communicating constructively, listening to others' ideas and supporting fair play during cricket activities. • Pupils will develop responsibility by making thoughtful decisions about risk and reward when batting, fielding and responding to game situations.

	• Apply dribbling, passing, receiving and shooting techniques consistently. • Apply principles of width, marking, possession and transition. • Evaluate tactical decisions and teamwork effectiveness. • Show resilience and communication during competition.	<i>Vocabulary:</i> <i>attack, defence, possession, space, width, marking, transition, positioning, dribbling, passing, receiving, communication</i>		• Pupils will develop responsibility by taking on leadership roles, helping to organise their team and contributing positively to attacking and defensive strategies. • Pupils will use reflection by analysing their tactical and technical performance and identifying how to improve their striking, bowling and fielding. • Pupils will use reflection by adapting strategies independently in response to opponents, feedback and changing gameplay situations. • Pupils will build resilience by maintaining focus, self-regulation and effort when playing under pressure. • Pupils will build resilience by responding positively to mistakes, setbacks and competitive challenges, using them to refine performance.
RE:	Year 3: • Describe a few things that a believer might learn from a religious story. • Talk about some of the things that are the same for religious people. • Briefly describe some similarities and differences between religions. • Describe some religious sources and explain that these teachings affect religious groups. • Use the right religious words to describe and to briefly compare different practices and experiences.	Who are our role models? • Jesus taught people how to live kind, loving, and forgiving lives. • The Parable of the Good Samaritan teaches people to help others, even if they are different. • A Catholic priest is called 'Father' to show he cares for the people like a parent. • The word 'pastor' means shepherd. Pastors care for their people, like shepherds care for sheep. • Muslims want to follow Muhammad's example because he was kind, honest, and fair. • An imam teaches, leads prayers, and helps the Muslim community.	Learning about Religion & Beliefs: • Talk about some of the things that are the same for religious people. • Briefly describe some similarities and differences between religions. • Describe some religious sources and explain that these teachings affect religious groups. • Use the right religious words to describe and to briefly compare different practices and experiences. Learning from Religion & Beliefs: • Compare some of the things that influence them with those that influence others.	• Pupils will reflect on the qualities they admire in others and consider why people choose different role models. • Pupils will develop resilience by considering how Jesus' teachings encourage Christians to show kindness and forgiveness, even when this is difficult. • Pupils will consider the responsibility Christian leaders have to guide, teach and care for their communities. • Pupils will show respect by understanding why Muslims follow Muhammad's example of honesty, kindness and fairness.

	- Compare some of the things that influence them with those that influence others. - Ask important questions about life and compare their ideas with those of other people. - Ask questions about the meaning of life and about identity. - Begin to link things that are important to them and other people with the way people behave. - Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. - Ask questions about moral decisions, and suggest some solutions based on sources of wisdom.	- Religious leaders help others, show kindness, and give advice. - People can learn from religious leaders because their actions are good examples. Significant People Jesus: - Central figure in Christianity. - He taught people about God using parables. Muhammad (PBUH): - Considered the final prophet of Islam. - Allah sent the angel Jibril to reveal the Qur'an to him. Martin Luther King Jr: - A Christian pastor. - Led a non-violent campaign for civil rights in the USA. <i>Vocabulary:</i> <i>role model, leader, parable, teaching, pastor, father, imam, respect, forgiveness, responsibility</i>	- Ask important questions about life and compare their ideas with those of other people. - Begin to link things that are important to them and other people with the way people behave. - Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. - Ask questions about moral decisions, and suggest some solutions based on sources of wisdom.	- Pupils will recognise the responsibility of an imam to lead prayers, teach about Islam and support the Muslim community. - Pupils will reflect on how the actions and teachings of religious leaders might inspire positive choices in their own lives.
RHW:	Year 3: - How to focus their mind to help them train their brain. - About Team H-A-P and their roles in more detail. - How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried. - Why our Amygdala behaves the way it does and how evolution has shaped how it works. - How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise.	My Happy Mind: Meet Your Brain Lessons 1 – 5 To Learn: - How to train their minds to focus on whatever they want. - They will learn that this is Neuroplasticity, and they can do anything they put their mind to. - How they use each part of Team H-A-P and reflect on when they use them to develop their understanding. - How the Amygdala reacts to real and perceived danger. - About what triggers their own Amygdala to fight, flight and freeze.	My Happy Mind: Meet Your Brain - Focus their attention deliberately and practise sustaining it over time. - Describe how they use the Amygdala, Hippocampus, and Prefrontal Cortex (Team H-A-P) in everyday situations. - Recognise personal triggers that activate their fight, flight, or freeze response. - Use strategies to calm their Amygdala during times of stress or perceived threat. - Reflect on their emotional responses and choose how to act.	- Pupils will develop resilience by practising how to focus their attention and understanding that the brain can strengthen through repeated effort and neuroplasticity. - Pupils will reflect on how they use the different parts of Team H-A-P in everyday situations and how these influence their thoughts, memories and decisions. - Pupils will develop reflection by identifying personal triggers and recognising how their Amygdala may respond with fight, flight or freeze. - Pupils will take responsibility for their responses by using

	• About Neurons and Neural Pathways and the role they play in learning. • How to look after their brains to help them to be at their best. • That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. • About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. • To recognise that feelings can change over time and range in intensity. • About everyday things that affect feelings and the importance of expressing feelings. • A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. • To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it	• How they can train their brain to calm their Amygdala down. • About the brain's structure and how Neurons carry messages to create Neural Pathways. • How Neural Pathways help us to form habits. • More about how to look after their brains and what happens if they don't. • how our minds can feel like a snow globe, leaving us unable to see clearly. <i>Vocabulary:</i> <i>brain, cells, hippocampus, amygdala, prefrontal cortex, mind, focus, neuroplasticity, neuron, neural pathway, happy breathing, 'fight, flight, freeze', oxygen, real danger, perceived danger, trigger</i>	• Apply the concept of neuroplasticity by practising new habits or skills. • Take responsibility for caring for their brain through healthy habits (e.g. rest, hydration, limiting stress). • Use imagery (e.g. the snow globe metaphor) to explain and recognise when their mind is unsettled and needs calming. • Persevere with focus and calm strategies even when challenged.	strategies to calm their Amygdala and make more considered choices when feeling stressed or unsettled. • Pupils will develop responsibility by understanding how habits are formed and making choices that support their brain health, focus and wellbeing
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	is important to discuss feelings with a trusted adult. - About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. - Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.			
SPANISH:	- To become familiar with the key phonemes that are represented by the following letters: u, z/c, ñ. - To know that some letters carry accents. - To know that a tilde is the wavy line over the 'n' (as in años) that changes the pronunciation of the 'n' from a hard sound to a softer 'ny' sound (as in canyon). - To know some common verbs in the present tense. - To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning. - To know that, in Spanish, as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning. - To know that the word order is sometimes different in Spanish compared to English. - To know some playground games played in Spanish-speaking countries. - Listening and responding to single words and short phrases. - Reading aloud some words from simple songs, stories and rhymes.	Kapow Spanish Scheme: Dates In Spanish Phonics - Identifying sounds created by linking some of the key phonemes. Grammar - To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the y (and) conjunction to say the equivalent of 'thirty and one' e.g. treinta y uno. - To know that numbers such as dieciséis in Spanish is a compound version of 'diez y seis' (ten and six) like veintiuno is a compound version of veinte y uno. - To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns. Cultural Awareness - To know some similarities and differences between birthday celebrations in the UK and Mexico. - To know that some Spanish festivals happen throughout the year.	Language Comprehension - Beginning to notice common spelling patterns. - Recognising some familiar Spanish words when written in a short phrase. - Identifying and discussing cognates and beginning to explore various language detective strategies. - Using contextual clues and cues to make predictions about meanings. Language Production - Recognising and answering simple questions which involve giving personal information. - Using a variety of conversational phrases. - Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. - Listening and repeating key phonemes with care. - Recognising that sounds and spelling patterns can be different from English. - Recognising how intonation and gesture are used to differentiate between statements and questions.	- Pupils will show respect by listening carefully when others speak Spanish. - Pupils will show respect by recognising that languages and cultures may communicate ideas in different ways. - Pupils will show respect by responding positively to others' attempts to speak Spanish. - Pupils will show respect by valuing accurate pronunciation and clear communication. - Pupils will demonstrate responsibility by participating actively in speaking, listening, reading and writing activities. - Pupils will demonstrate responsibility by practising vocabulary and language structures regularly. - Pupils will demonstrate responsibility by using resources, such as word banks and dictionaries, appropriately. - Pupils will demonstrate responsibility by contributing positively during paired and group work. - Pupils will develop reflection by considering how Spanish is similar to and different from English and other languages they know.

	• Recognising some familiar Spanish words in written form. • Beginning to understand and notice cognates and near cognates. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. • Asking and/or answering simple questions. • Practising speaking with a partner. • Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Using short phrases to give information. • Listening and repeating key phonemes with care. • Introducing self to a partner with simple phrases.	<i>Vocabulary:</i> <i>enero</i> <i>febrero</i> <i>marzo</i> <i>abril</i> <i>mayo</i> <i>junio</i> <i>julio</i> <i>agosto</i> <i>septiembre</i> <i>octubre</i> <i>noviembre</i> <i>diciembre</i> <i>¿Cuándo?</i> <i>cumpleaños</i>	• Introducing self to a partner with simple phrases. • Selecting and writing short words and phrases.	• Pupils will develop reflection by reviewing their pronunciation, vocabulary and grammatical accuracy. • Pupils will develop reflection by using feedback to improve their spoken and written Spanish. • Pupils will develop reflection by recognising the progress they have made as language learners. • Pupils will develop resilience by having the confidence to speak Spanish even when they are unsure. • Pupils will develop resilience by continuing to communicate when they cannot recall every word. • Pupils will develop resilience by learning from mistakes in pronunciation, grammar and vocabulary. • Pupils will develop resilience by practising unfamiliar language until they can use it with increasing fluency and independence.
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