



Year 3/4 Term Spr 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English	<p>Year 2 Reading read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>discussing and clarifying the meanings of words,</p>	<p>Reading Word Reading <i>-apply a growing knowledge of root word, prefixes and suffixes.</i> <i>-Read aloud and understand the meaning of the words they read</i> <i>-use dictionaries for the meaning of new words</i> <i>-Identify themes and conventions in a wide range of books</i> <i>-Discuss words and phrases that capture the readers interest and imagination</i> <i>-check the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i> <i>-asking questions to improve their understanding of the text</i> <i>-drawing inferences such as inferring characters feelings, thought sand motives from their actions and justifying</i></p>	<p>Book: Jemmy Button Return Story Week 1 Immerse Determine purpose, audience and form. Explore and respond to the text. Week 2 Analyse Familiarise themselves with the text and structure Explore and use language features Collect writer hints to create effect Plan Gather ideas and create a plan Week 3 Write Use model text to support their independent write Apply writers skills and knowledge Draft, revise and edit independent writing</p>

	<p>linking new meanings to known vocabulary</p> <p>Writing</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing for different purposes</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	<p><i>inferences with evidence</i></p> <p><i>-Identifying and summarising main ideas from each paragraph</i></p> <p><i>-Identify how language and structure and presentation contribute to meaning</i></p> <p><i>-discuss writing and record ideas</i></p> <p><i>-compose and rehearse sentences using rich vocabulary</i></p> <p><i>-Organising paragraphs around a theme</i></p> <p><i>-creating settings</i></p> <p><i>-editing work through proof-reading</i></p>	<p>Letters</p> <p>Week 1</p> <p>Immerse</p> <p>Determine purpose, audience and form. Explore and respond to the text.</p> <p>Week 2</p> <p>Analyse</p> <p>Familiarise themselves with the text and structure</p> <p>Explore and use language features</p> <p>Collect writer hints to create effect</p> <p>Plan</p> <p>Gather ideas and create a plan</p> <p>Week 3</p> <p>Write</p> <p>Use model text to support their independent write</p> <p>Apply writers skills and knowledge</p> <p>Draft, revise and edit independent writing</p>
<p>Maths</p>	<p>Year 2</p> <p>Multiplication and Division</p> <p>Make equal groups (sharing)</p> <p>Make equal groups (grouping)</p> <p>Divide by 2, 5 and 10</p> <p>Odd and even numbers</p> <p>Length and height</p> <p>Measure length (cm)</p> <p>Measure length (m)</p> <p>Compare lengths</p> <p>Order lengths</p> <p>Four operations with length</p>	<p>Multiplication and Division</p> <p>Y3</p> <p><i>-Multiply 2 digit by a one digit</i></p> <p><i>-Divide a 2 digit by a one digit</i></p> <p>Y4</p> <p><i>-Using written methods</i></p> <p><i>-Multiple a 2/3 digit number by a 1-digit number</i></p> <p><i>-Divide a 2/3 digit number by a 1 digit</i></p> <p>Length</p> <p>Y3</p> <p><i>-Equivalent lengths m-cm</i></p> <p><i>-Equivalent lengths mm-cm</i></p> <p><i>-Compare lengths</i></p>	<p>Multiplication</p> <p>Y3</p> <p>Week 1-2</p> <p>- use their understanding of repeated addition to represent a two digit number multiplied by a 1- digit number, using concrete manipulatives</p> <p>- use the formal column method alongside concrete representations.</p> <p>- apply their understanding of partitioning to represent and solve problems.</p> <p>-begin to use exchange in formal methods</p> <p>Division</p> <p>Week 3-4</p> <p>-Divide 2-digit numbers by 1 -digit numbers by partitioning into tens and ones and</p>

Y4

-Compare kilometres

-Solve problems involving kilometres

sharing into equal groups

- Divide numbers that do not involve exchange or remainders

-Use times tables to partition the number into multiples of the divisor

Y4

Multiplication

Week 1-2

-Use a variety of informal methods to multiply a two digit by a one digit

-to know when to use a mental method

-to use short formal multiplication method

-Use place value counters to support exchanging

-represent a 3 digit number multiplied by a one digit using concrete manipulatives

Division

Week 3-4

-build on knowledge of dividing a 2-digit number by 1 digit number.

-Use examples where the tens and ones are divisible by the divisor

-Exchange between tens and ones

-Explore division calculations with remainders

Length Y3

Week 5-6

-measure in millimetres

-Use different measuring equipment and make decisions as to which equipment is appropriate to the object they are measuring

- recognise that 100cm is equivalent to 1m and use this to convert between the

			<p>measurements</p> <ul style="list-style-type: none"> -Recognise that 10mm is equivalent to 1 cm and use this to convert between the measurements -compare and order units of length <p>Kilometres Y4 Week 5-6</p> <ul style="list-style-type: none"> -Multiply by 1000 to convert from m to km -Use understanding of addition and subtraction with four-digit numbers to find two lengths that add up to a whole number of kilometres -Use bar models to find fractions of km
<p><u>Science</u></p> <p><u>Animals incl humans</u></p> <p>Teeth and digestive system</p>	<p><u>Year 1/2</u></p> <p>Working scientifically</p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language</p> <p>Use simple equipment to observe closely including changes over time</p> <p>Perform simple comparative tests</p> <p>Identify, group and classify Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and</p>	<p><i>-Understand that animals can be grouped according to what they eat</i></p> <p><i>-Answer questions on diet by extracting data from surveys and producing tables and charts</i></p> <p><i>-Look for patterns and trends in data</i></p> <p><i>-Classify foods according to their group (carbohydrates, protein etc)</i></p> <p><i>-Know the nutritional properties of each food group and eliminating fats and sugars</i></p> <p><i>-identify teeth and their functions</i></p> <p><i>-Explore different ways of keeping teeth</i></p>	<p>Prior Learning</p> <p>Give the children a plate with portions already shown and ask them to label which foods go where linked to the portion size.</p> <p>Y4: label the foods carbohydrates/protein etc.</p> <p>Ask the chn to draw around a person and give them different body labels to place on the outline to show which parts of the body they know. Y4 can they explain some of the functions.</p>

	<p>patterns Gather and record data to help in answering questions including from secondary sources of information</p> <p><u>Animals including humans</u></p> <p><u>Year 1</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><u>Year 2</u> Describe the basic needs of animals, including humans, for survival Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Year 3</u> 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.</p>	<p><i>healthy</i> <i>-Investigate how the digestive system works</i> <i>-Make decisions on what data to collect</i> <i>-Describe the functions of the digestive system and the foods that support its function</i> <i>-Plan and conduct a fair test to answer a question</i> <i>-Choose how to display data to communicate findings</i> <i>-Prepare a presentation based on their research.</i></p>	<p><u>2. Think about Food</u> Tell the children they are each a day in the life of a hockey team. Have displayed on their table the foods they have eaten on each particular day. Children must discuss what food groups they have had and create a plate illustrating the diet on their table.</p> <p><u>3. What is a balanced diet?</u> Create a balanced diet plate and justify why this will support the teams nutrition and support their training.</p> <p><u>4. Healthy teeth</u> Children will label and construct a diagram that shows the different parts of the tooth. They will create an investigation that will show ow teeth can be damaged based on the foods we eat.</p> <p><u>5 Digestive system</u> Use the hands-on activity to visually see the process of the digestive system and have the children follow the different stages and label.</p> <p><u>6. Bad digestion</u> Children will investigate foods that can affect the digestive system and what happens.</p>
<p><u>Geography</u> <u>Exploring Madagascar</u></p>	<p><u>Year 2</u> -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage -use simple compass directions (North, South,</p>	<p><i>-Use the four and six figure reference keys to build my knowledge of the United Kingdom and the wider world</i> <i>-Use the four points of the compass to describe where a place is in relation to the UK</i></p>	<p>Prior knowledge Ask children to create a map of the area around school and to include a key.</p> <p><u>1. Which country</u> Give the children a map and sets of clues for them to find out which country we will</p>

East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map

-use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

-name and locate the world's seven continents and five oceans

-identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

-Investigate where countries are using digital maps and describe their features

-To use geographical language to compare the similarities and differences of the countries human and physical features

- ask and respond to questions using geographical language

-Analyse evidence and draw conclusions

-Explore what climate change is and how this affects different parts of the world.

be studying.

Have the children eat vanilla ice cream. Show the children a vanilla pod and discuss life as a farmer in Madagascar. Create a day in the life of a farmer.

2. Landscape

The children will choose a landscape from Madagascar and a landscape from the UK. They will compare the two landscapes.

3. Climate

The children will look at where Madagascar is in relation to the equator and the Tropic Capricorn. They will learn that Madagascar has two seasons and they will learn how the landscapes affect the weather across the country.

4. Animals

90% of Madagascar plants and animals are not found anywhere else in the world. They will research and find those animals and create an information leaflet about them.

5. Human Features

The children will be given some information about some of the human features of Madagascan cities and towns. They will use four figure grid references to locate towns and compass points.

6. Import and Export

The children will explore the terms import and export. They will locate the countries that Madagascar exports to, as well as the countries that import. Children will compare the natural resources of Madagascar and UK.

<p><u>Art</u></p> <p><u>Famous buildings</u></p>	<p>Year 2</p> <ul style="list-style-type: none"> -give reasons for his/her preferences when looking at art/craft or design work - experiment with tones using pencils, chalk or charcoal -represent things observed, remembered or imagined using colour -know that different artistic works are made by craftspeople from different cultures and times 	<ul style="list-style-type: none"> -<i>Select and record ideas from first- hand observations</i> -<i>Question and make thoughtful observations about starting points</i> -<i>Explore the roles and purposes of craftspeople and designers</i> -<i>Make informed choices in their drawing</i> -<i>Alter and refine drawings using art vocabulary</i> -<i>Use research and images to inspire drawings</i> -<i>Explore tone, texture, pattern and lines</i> - 	<p>Prior learning</p> <p>Have the children create a building out of blocks, Lego or 3D shapes. Once constructed ask the children to sketch the building they have made. Discuss shading/lines etc.</p> <p>1. Explore famous buildings</p> <p>The children will be given a variety of different buildings. As a group they will discuss the structure looking for shape/symmetry and pattern. Taking their viewfinder the chn will sketch interesting parts of the buildings.</p> <p>2. Drawing buildings from 2-D to 3-D</p> <p>Children will examine 2 dimensional and 3 dimensional drawings. They will use the technique of perspective to create the illusion of space on a flat surface. Using this format they will draw shapes and forms in buildings.</p> <p>3. Sir Christopher Wren</p> <p>Chn will discover who Sir Christopher Wren was and the purpose of architecture. They will explore plans of buildings and create. Chn will sketch different parts of St Pauls Cathedral</p> <p>4. Sketching Liverpool Buildings</p> <p>Take chn into the city centre and choose a variety of different buildings for the children to sketch and bring back to school</p> <p>5. Liverpool collage</p> <p>Using newspaper/fabric and paints have children use their building sketches to create an art piece of Liverpool.</p>
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<p><u>Computing</u> <u>Digital communication and the web</u></p>	<p>Yr1/2</p> <p>Internet research- chn will have talked about websites they have used. They will have explored clicking arrows, menus and hyperlinks.</p> <p>Emails</p> <p>Recognise an email address Find the @key on the keyboard Contribute to a class email Open and select to reply to an email as a class</p>	<p><i>-Open, read and reply to an email</i> <i>-Send an email using an address</i> <i>-Attach files to emails</i> <i>- Understand features of online safety</i> <i>-gather and exchange information using email.</i></p>	<p><u>Prior Knowledge:</u></p> <p>Create a set of instructions for sending emails.</p> <ol style="list-style-type: none"> 1. Send an email to the class asking them to find out how they can support/raise money for the wildlife in Australia 2. Explore the email program on Purple Mash on how to write an email and attach information etc. 3. Children research ideas for how to support the wildlife in Australia and ideas for fundraising. They will download research that has been sent based on further research. 4/5. They will draft and Edit their ideas for raising money and attach images to support the importance of supporting Australia wildlife 6. Send their emails to Mrs Gannon.
<p><u>RE</u> What do Christians learn from the creation story</p>	<p><u>Year 1</u></p> <p>Explored God and creation by looking at the world he created</p> <p><u>Year 2</u></p> <p>Explored through Christmas that God is with us Widening children’s understanding of the bible and its importance to Christians.</p>	<p><i>-Know the concepts of the Creation story and place them on a timeline</i> <i>-Make clear links between Genesis 1 and what Christians believe about creation and God</i> <i>-Describe what Christians d because they believe God is the creator</i> <i>-Ask questions and suggest answers about what might be important in the Creation story for Christians living today</i></p>	<p><u>Prior Knowledge</u></p> <p>Create a story map and retell the creation story.</p> <ol style="list-style-type: none"> 1. Give the children different images from around the world of nature. Give the children a paint palette outline and ask them to choose the things they see that they think are ‘Wow’ Children record their choices and discuss who do we thank for these wow factors?

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-Offer suggestions about what the story of Adam and Eve might show about human nature and how to act

- Describe how and why Christians might pray to God to say sorry, forgive and ask for forgiveness.

-Make links about what the bible says about humans and record pupils own beliefs about how humans should behave.

2. Use the song 'What a wonderful world' and retell the creation story from Genesis. Discuss that God is the painter of our world what adjectives would we use to describe the painting. Record and have the children create a poem about the wonders of their world.

3. Give the children a piece of play doh and ask them to create a person. Discuss their choices. Read Genesis 1 26:31 focusing on what it says about humans being made in Gods image. Ask chn to create things around that person. Next to their creations other chn record a positive comment. Discuss how it feels to see the comments. How would you tell someone to look after your creation?

4. Leave chocolate on each table with a cover over it and do not touch. Discuss how the children feel not being able to see or touch it. Show images of temptation and have the children record who is being tempted. Tell the story of Adam and Eve.

5. Select chn to take roles of man, woman snake and God. In pairs ask children to come up with questions to ask them. Children can be hot seated as those characters and use the story to support their answers.

6. Children produce a front page for the Eden Times with quotes from the characters a headline and image.

7. Give children statements and have them discuss whether or not they agree with each statement. Using justification cards children record why they have placed the

			statement where they have.
Music	<p>Year 1/2</p> <ul style="list-style-type: none"> -Follow pitch movements with their hands and use high low and middle -Sing with an awareness of other performers -recall and remember short songs -identify the pulse of different pieces of music -identify how sounds can be changed 	<ul style="list-style-type: none"> -Sing with awareness of pulse and control -Understand how mouth shapes can affect voice sounds -Create sequence movements in response to sounds -recognise rhythmic patterns -perform a repeated pattern -Combine sounds in different ways 	<p>STOP!</p> <p>1. Listen & Appraise begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p>Musical Activities</p> <p>2. Games continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol.</p> <p>3. Singing continue to sing, learn about singing and vocal health. Continue to learn about working in a group/ band/ ensemble.</p> <p>4. Playing Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.</p> <p>5. Improvisation continue to explore and create your own responses melodies and rhythms.</p> <p>6. Composition continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. Perform/Share Continue to work together in a group/band/ensemble and perform to each other and an audience.</p>

			Discuss/respect/improve your work together.
<u>PSHE</u>	<p>Year 1 Chn can share why they think their bodies are amazing and can identify some ways of keeping healthy They can identify how being happy makes them feel happy</p> <p>Year 2 Chn can explain why healthy snacks are good for their bodies They can express how it feels to share healthy foods with friends</p>	<p>Year 3 <i>-To understand how exercise affects the lungs and heart.</i> <i>- To discuss attitudes and knowledge about drugs</i> <i>-To identify people and places I need to be safe from</i> <i>-Explore strategies for staying safe</i> <i>-To understand, like medicines, some household substances can be harmful if not used correctly</i> <i>-To know how complex the body is and how important it is to take care of it.</i></p>	<p>Healthy Me 1. Ask chn why it is important to exercise. Explore healthy and unhealthy images. Chn to create a poster listing 3 reasons why it is important to be healthy and active. 2. Create a healthy happy recipe book 3. Show chn the power point of drugs, ask chn which are drugs. Identify that not all drugs are harmful. 4. Write a list of things that make us feel safe and things that do not. Create a class discussions on how we can stay safe 5. Show children empty household bottles and ask them to sort into harmful or not harmful. Ask them to write an explanation of how to make your household safe. 6. Watch clips of the Olympics to highlight how incredible the human body is. Explore what they can do with their bodies that animals can't and what animals can do but they can't. Create a poem about the things they can do.</p>
<u>PE</u> Swimming	External Provider		