



	<b>both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</b>						
<b>Writing</b>	<b>Year 3</b> Diary entry Recount Narrative Poems  <i>*Subject to change</i>	<b>Year 3</b> News article Non-chronological report Letter Diary entry Poems  <i>*Subject to change</i>	<b>Year 3</b> Letter Persuasive Advert Diary entry Narratives Instructions Non-chronological reports Non-chronological reports <i>*Subject to change</i>	<b>Year 3</b> Poems Narratives Instructions Non-chronological reports <i>*Subject to change</i>	<b>Year 3</b> Playscripts Narratives Non-chronological report Poems Instructions <i>*Subject to change</i>	<b>Year 3</b> Narratives Diary Entry News article Non-chronological report Instructions <i>*Subject to change</i>	
	<b>Year 4</b> Diary entry Recount Narrative Poems  <i>*Subject to change</i>	<b>Year 4</b> News article Non-chronological report Letter Diary entry Poems <i>*Subject to change</i>	<b>Year 4</b> Letter Persuasive Advert Diary entry Narratives Instructions Non-chronological reports <i>*Subject to change</i>	<b>Year 4</b> Poems Narratives Instructions Non-chronological reports <i>*Subject to change</i>	<b>Year 4</b> Playscripts Narratives Non-chronological report Poems Instructions <i>*Subject to change</i>	<b>Year 4</b> Narratives Diary Entry News article Non-chronological report Instructions <i>*Subject to change</i>	
<b>Grammar</b>	<b>Year 3</b> Revise sentence punctuation & use of exclamation marks / question marks	<b>Year 3</b> Present perfect & past perfect; Prepositions; word classes; subject and	<b>Year 3</b> Inverted Commas (speech marks); Conjunctions for time and cause;	<b>Year 3</b> Text structures (non-fiction) & Specific/technical vocabulary; Quantifiers	<b>Year 3</b> Sentence openings; Inverted Commas (speech marks);	<b>Year 3</b> Possessive apostrophes & contractions; Commas	

		Simple & Compound Sentences & co-ordinating conjunctions; Adjectives & adverbs; A & an; <i>*Subject to change</i>	object pronouns; Paragraphs; Powerful Verbs; Sentence Openings <i>*Subject to change</i>	Subordinate clauses; Adverbs & prepositions (time and cause); A or an <i>*Subject to change</i>	Commas after phrases; Difference between phrase and a clause <i>*Subject to change</i>	Subordinate clauses; Powerful verbs; Text structures (non-fiction), Pattern of three <i>*Subject to change</i>	Adverbs, Adjectives & Similes; Powerful verbs; word classes; Exaggerated language <i>*Subject to change</i>
		<b>Year 4</b> Sentence Structure & Revise sentence punctuation Subordinating conjunctions; Adjectives & adverbs; similes; Expanded Noun Phrases with prepositions; <i>*Subject to change</i>	<b>Year 4</b> Text structures (non-fiction); Paragraphs; Fronted Adverbials; Word classes; Prepositions; Powerful Verbs; Three action sentence. <i>*Subject to change</i>	<b>Year 4</b> Possessive apostrophes & contractions; Inverted Commas (speech marks); Complex Sentences & Subordinate clauses <i>*Subject to change</i>	<b>Year 4</b> Text structures (non-fiction) & Specific/technical vocabulary; Commas after phrases; Fronted Adverbials & EDINGLY; Specific determiners <i>*Subject to change</i>	<b>Year 4</b> Possessive apostrophes & contractions; Fronted Adverbials; Inverted Commas (speech punctuation); Subordinate clauses; Powerful verbs <i>*Subject to change</i>	<b>Year 4</b> Text structures (non-fiction); & Adverbs; ENPs; Repetition for persuasion; Informal and formal language; Modal verbs <i>*Subject to change</i>
	<b>Spelling</b>	<b>Year 3</b> /ow/ sound spelled 'ou'; /u/ sound spelled 'ou'; /i/ sound spelled with a 'y'; suffixes with '-sure'; suffixes – 'ture'; Challenge words	<b>Year 3</b> prefix 're-'; prefix 'dis-'; prefix 'mis-'; suffixes beginning with vowel letters; Challenge words	<b>Year 3</b> long vowel /a/ sound spelled 'ai'; /a/ vowel sound spelled 'ei'; /a/ vowel sound spelled 'ey'; suffix –ly; Homophones; Challenge Words	<b>Year 3</b> /l/ sound spelled '-al'; /l/ sound spelled '-le'; suffix '-ly'; suffix '-ally'; Challenge Words	<b>Year 3</b> Suffix '-er'; /k/ sound spelled 'ch'; /g/ sound spelled '-gue'; /s/ sound spelled 'sc'; Homophones; Challenge words	<b>Year 3</b> Challenge words , plural possessive apostrophes. Revision.

		<b>Year 4</b> Homophones, prefix in-, prefixes ir- and ir-, prefix sub-, prefix inter- and prefix sub., Challenge words.	<b>Year 4</b> Prefix inter-, challenge words, suffix –ation, suffix-ly and words with the ‘sh’ sound spelt ch.	<b>Year 4</b> Challenge words, suffix –sion, suffix –ous, the ‘ee’ sound spelled with an l, suffix –ous, challenge words.	<b>Year 4</b> Diagraph ‘au’, suffix –ation, -suffix –sion, suffix –cian, adverbs of manner, challenge words.	<b>Year 4</b> Homophones, ‘s’ sound spelt c, sol and real words, phon and sign word families, prefixes super-, anti- and auto- and the prefix bi-	<b>Year 4</b> Challenge words, plural possessive apostrophes and revision.
	<b>Oracy</b>	Newsround/First News	Newsround/First News	Newsround/First News	Newsround/First News	Newsround/First News	Newsround/First News
<b>Maths</b>	<b>Fluency Reasoning Problem Solving</b>	Place Value; Addition & Subtraction	Addition & Subtraction; Multiplication & Division	Multiplication & Division; Measurement – Length, Perimeter & Area; Fractions	Fractions; Y3 Mass & Capacity, Y4 Decimals	Decimals (including money); Time; Statistics	Statistics; Properties of Shape (including Y4 Position & Direction)
	<b>Number facts</b>	Y3: Times Tables x3, x4, x8 Y4: Times tables up to x12 Number Sense	Y3: Times Tables x3, x4, x8 Y4: Times tables up to x12 Number Sense	Y3: Times Tables x3, x4, x8 Y4: Times tables up to x12 Number Sense	Y3: Times Tables x3, x4, x8 Y4: Times tables up to x12 Number Sense	Y3: Times Tables x3, x4, x8 Y4: Times tables up to x12 Number Sense	Y3: Times Tables x3, x4, x8 Y4: Times tables up to x12 Number Sense
<b>Understanding of the World</b>	<b>Science</b>	<b>Coverage:</b> Animals Including Humans – Nutrition, Skeletons, Teeth, Digestion & Food Chains <b>Key Skills:</b> Describe, Classify	<b>Coverage:</b> Forces (push/pull, friction) & Magnets; States of Matter – Solids, Liquids & Gases <b>Key Skills:</b> Observe, Compare, Predict, Describe, Investigate, Explain	<b>Coverage:</b> Rocks Electricity <b>Key Skills:</b> Observe, Classify, Predict, Compare, Describe, Investigate	<b>Coverage:</b> Light Sound <b>Key Skills:</b> Describe, Classify, Predict, Investigate, Explain	<b>Coverage:</b> Plants <b>Key Skills:</b> Observe, Describe, Classify, Explain, Investigate	<b>Coverage:</b> Living Things & Their Habitats <b>Key Skills:</b> Observe, Classify, Describe
	<b>Geography</b>	<b>Coverage:</b>	<b>Coverage:</b>	<b>Coverage:</b> Rivers	<b>Coverage:</b> Europe	<b>Coverage:</b> North America	<b>Coverage:</b> South America

		<p>Using Maps and Describing Maps (UK &amp; World)</p> <p><b>Key Skills:</b> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps); Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Using Maps and Describing Maps (UK &amp; World)</p> <p><b>Key Skills:</b> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps); Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Key Skills:</b> To describe and understand key aspects of physical geography. To use and understand key geographical, human and physical, terminology or features and the aspects behind them.</p>	<p><b>Key Skills:</b> Describe and understand key aspects of: human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p><b>Key Skills:</b> To learn about the different environmental regions, topographical features, key physical and human characteristics, countries, and major cities of the places mentioned above.</p>	<p><b>Key Skills:</b> Describe and understand key aspects of: human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<b>History</b>	<p><b>Coverage:</b> Stone Age to Bronze Age</p> <p><b>Key Skills:</b> To be taught achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.  To identify and describe changes between specific periods of history.</p>	<p><b>Coverage:</b> Bronze Age to Iron Age</p> <p><b>Key Skills:</b> To identify and describe changes between specific periods of history.  To know that the past can be divided into different periods of time.</p>	<p><b>Coverage:</b> Roman Empire/Romans around the World</p> <p><b>Key Skills:</b> To be taught achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p>	<p><b>Coverage:</b> Roman Britain</p> <p><b>Key Skills:</b> To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>	<p><b>Coverage:</b> Anglo-Saxons</p> <p><b>Key Skills:</b> To know that the past can be divided into different periods of time.  To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>	<p><b>Coverage:</b> Vikings</p> <p><b>Key Skills:</b> To know that the past can be divided into different periods of time.  To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>	

		To know that the past can be divided into different periods of time.					
	<b>Religious Education</b>	Understanding Christianity: Creation	Understanding Christianity: Incarnation	Islam – 5 Pillars of Islam	Understanding Christianity: Gospel	Islam - Prayer	Hinduism – What is it like to be a Hindu?
	<b>Modern Foreign Language</b>	<i>To be confirmed</i>	<i>To be confirmed</i>	<i>To be confirmed</i>	<i>To be confirmed</i>	<i>To be confirmed</i>	<i>To be confirmed</i>
	<b>Computing &amp; Technology</b>	Coding	Online Safety;	Spreadsheets	Writing For Different Audiences	Logo & Animation	Effective Search & Hardware Investigators
	<b>Design &amp; Technology</b>	n/a	<b>Structures</b> Shell structures (including computer-aided design)	n/a	<b>Electrical Systems</b> Simple circuits and switches (including programming and control if possible)	n/a	<b>Food</b> Healthy and varied diet (including cooking and nutrition requirements for KS2)
<b>Wellbeing</b>	<b>Physical Education</b>	Gymnastics Invasion Games	Gymnastics Invasion Games	Dance Swimming	Net & wall Swimming	Striking & Fielding Outdoor & Adventurous	Striking & Fielding Athletics
	<b>Jigsaw</b> <b>Personal, Social &amp; Emotional Development (PSHE)</b> <b>Spiritual, Moral, Culture and Society Development (SMSC)</b> <b>British Values</b>	New beginnings Develop self-knowledge and self-esteem Respect other religions  <b>Being Me in My World</b> – Class team & school citizen, rights & responsibilities, democracy, decision-	New beginnings Develop self-knowledge and self-esteem Respect other religions  <b>Celebrating Difference</b> – Challenging assumptions, appearances, accepting, problem-solving,	New beginnings Develop self-knowledge and self-esteem Respect other religions  <b>Dreams &amp; Goals</b> – Hopes & dreams, overcoming disappointment, achieving goals, working in a	New beginnings Develop self-knowledge and self-esteem Respect other religions  <b>Healthy Me</b> – Healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure,	New beginnings Develop self-knowledge and self-esteem Respect other religions  <b>Relationships</b> – Jealousy, love and loss, memories of loved ones, getting on & falling out,	New beginnings Develop self-knowledge and self-esteem Respect other religions  <b>Changing Me</b> – Being unique, having a baby, girls and puberty, confidence in change, accepting change, preparing

	<b>Sex, Relationships Education (SRE)</b>	making, having a voice, motivations.	uniqueness, first impressions.	group, resilience & attitude.	celebrating inner strength.	girlfriends & boyfriends, showing appreciation.	for transition, environmental change.
	<b>Welly Wednesdays</b>	Promoting wellbeing through connecting with nature outdoors in all weather.	n/a	Promoting wellbeing through connecting with nature outdoors in all weather.	n/a	Promoting wellbeing through connecting with nature outdoors in all weather.	n/a
<b>Expressive Arts &amp; Design</b>	<b>Music</b>	n/a	Music with Mr Walters	n/a	Music with Mr Walters	n/a	Music with Mr Walters
	<b>Drama</b>	Drama will be included in English and topic lessons, using a range of techniques					
	<b>Art &amp; Design</b>	Drawing Small	Mini World Light Boxes	Making a Monogram	Wildflower Meadow	Japan – Ceramics Inspire Painting and Painting Inspires Ceramics	Pastel and Rubber Chiaroscuro Drawings