

Year 3/4 Cycle A

Theme/Topic	Autumn	Spring	Summer
Literacy	<p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;"><u>V.G.P</u></p> <ul style="list-style-type: none"> • uses pronouns to avoid repetition • apostrophe for singular possession • uses <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel <ul style="list-style-type: none"> • begins to use apostrophe for plural possession • begins to use <u>inverted commas</u> to punctuate <u>direct speech</u> <ul style="list-style-type: none"> • understands main <u>clauses</u> <ul style="list-style-type: none"> • expresses time, place and cause using; <ul style="list-style-type: none"> - conjunctions (e.g. <i>when, before, after, while, so, because</i>) - adverbs (e.g. <i>then, next, soon, therefore</i>) - <u>prepositions</u> (e.g. <i>before, after, during, in, because, of</i>) <ul style="list-style-type: none"> • begins to understand <u>subordinate clauses</u> • apostrophe for singular possession and inverted commas for direct speech <ul style="list-style-type: none"> • uses the present perfect form of verbs instead of the simple past <p style="text-align: center;"><u>Writing Process</u></p> <ul style="list-style-type: none"> • begins to use paragraphs to group related material <ul style="list-style-type: none"> • discusses and records ideas • uses headings and sub-headings to aid presentation • reads aloud own writing using appropriate intonation • uses texts similar to those that they are planning to write, to understand and learn from its structure <ul style="list-style-type: none"> • assesses the effectiveness of own and others' writing • proof reads for spelling, grammar and punctuation errors and self-corrects <p style="text-align: center;"><u>Spelling:</u></p> <ul style="list-style-type: none"> • words with the /ai/ sound spelt <i>ei, eigh</i> or <i>ey</i> <ul style="list-style-type: none"> • words containing the /u/ sound spelt <i>ou</i> • adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single <u>consonant</u> preceded by a short <u>vowel</u> double the consonant before adding <i>ing</i>) <ul style="list-style-type: none"> • the /i/ sound spelt <i>y</i> elsewhere than at the end of words 		

- possessive apostrophe with regular plural words
- words using prefixes; *un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-*
 - formation of nouns using a range of prefixes, such as *super-, anti-, auto-*
- spells some words from the National Curriculum word list for Years 3 and 4
 - begins to use a dictionary to check spellings
 - can spell words using knowledge of word family

Handwriting

- uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined

Reading

Word Reading

- reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words
 - experiments with different pronunciations when reading unfamiliar, longer words
 - makes good approximations of a word's pronunciation
- discusses meaning of new words based on understanding of root words, prefixes and suffixes

Comprehension

- listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books
 - identifies the main points of a text
 - makes predictions based on evidence from the text and can explain these
 - reads books that are structured in different ways
 - discusses words and phrases that capture the reader's interest and imagination
 - reads for a range of purposes
 - checks reading makes sense
- talks about their understanding and tries to explain the meaning of words in context
 - asks questions to improve understanding of the text

Numeracy

Number and 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 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.

Calculation

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
 - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
 - estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

- 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

- 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.

	<p style="text-align: center;"><u>Measures</u></p> <ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)- <i>including mixed units</i> <ul style="list-style-type: none"> • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts (<i>introduce formal decimal recording if appropriate</i>) • 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 <ul style="list-style-type: none"> • 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]. <p style="text-align: center;"><u>Properties of Shape</u></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 <ul style="list-style-type: none"> • 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. <p style="text-align: center;"><u>Statistics</u></p> <ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables <p>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. (<i>In varied contexts</i>)</p>		
History		Early civilization - Egypt	Ancient Greece
Geography	Why do so many people go to the Mediterranean for their holidays?		Fieldwork to observe, measure and record

Science	Earth rocks Food and our bodies	Mirror mirror How does your garden grow?	Opposites attract We are astronauts
ICT	E-Safety We are programmers	We are bug fixers We are presenters	We are opinion pollsters We are network engineers
Art	Drawing - artefacts/buildings (link with Mediterranean)	Drawing - Egyptian artefacts Painting - hieroglyphs/Canopic jars Printing - Egyptian patterns	Take a seat
	MICHAEL ANGELO / LEONARDO DA VINCI		
DT	Sandwich Snacks	Money containers	Moving monsters
P.E.	Dance Multi-skills Basketball Gymnastics	Invasion Games Gymnastics Dance Mini-tennis	Rounders Outdoors activity Athletics Strike/fielding games
	Swimming Year 4		
Music	Year 3 - Ukulele Year 4 - Music Express Animal Magic Play it Again The class orchestra Dragon scales		

	Painting with sound Salt pepper vinegar mustard		
	History of Music Vivaldi 1678 - 1741	Music from different countries/traditions (world)	Play and perform Improvise and compose
French	Introductory Unit A Portraits Planets		
PSHE	New Beginnings Saying no to Bullying/Getting on Falling Out E-Safety/Cyber bullying	Healthy Eating and keeping active Drugs Education Relationships	Living in a diverse world Lucinda and Godfrey Changes
RE	How do Hindus worship? How and why is advent important to Christians?	What can we learn about Christian symbols and beliefs by visiting churches? What do Christians remember on Palm Sunday?	What do Hindus believe? How does this affect the way they live their lives?