Theme/Topic	Autumn	Spring	Summer
Literacy			

Writing

V.G.P
- uses pronouns to avoid repetition
- apostrophe for singular possession
- uses *a* or *an* according to whether the next word begins with a consonant or a vowel
- begins to use apostrophe for plural possession
- begins to use inverted commas to punctuate direct speech
- understands main clauses
- expresses time, place and cause using;
  - conjunctions (e.g. *when, before, after, while, so, because)*
  - adverbs (e.g. *then, next, soon, therefore*)
  - prepositions (e.g. *before, after, during, in, because, of*)
- begins to understand subordinate clauses
- apostrophe for singular possession and inverted commas for direct speech
- uses the present perfect form of verbs instead of the simple past

Writing Process
- begins to use paragraphs to group related material
- 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
- assesses the effectiveness of own and others' writing
- proof reads for spelling, grammar and punctuation errors and self-corrects

Spelling:
- words with the /ai/ sound spelt *ei, eigh* or *ey*
- words containing the /u/ sound spelt *ou*
- adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding *ing*)
- the /i/ sound spelt *y* elsewhere than at the of words

- possessive apostrophe with regular plural words
- words using <u>prefixes</u>; *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 <u>word family</u>

<u>Handwriting</u>

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

<u>Reading</u>

<u>Word Reading</u>

- 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

<u>Comprehension</u>

- 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**
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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.

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	Measures • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)- *including mixed units* • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts (*introduce formal decimal recording if appropriate*) • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks]. **Properties of Shape** • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Statistics** • interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. (*In varied contexts*)

History	Britain from the Stone Age to Iron Age	The Romans impact on Britain	Britain's settlement by Anglo Saxons and Scots
Geography	Map skills/local area	Why is the Thames so important to London?	Fieldwork to observe, measure and record

Science	Whats that sound? Living Things	Looking at states Teeth and eating	Power it up! Brilliant bubbles
ICT	We are software developers We are toy designers	We are musicians We are HTML editors	We Are co-authors We are meteorologists
Art	Observational drawings and paintings of historical artefacts (Linked to Stone Age)	Printing tiling patterns	
	Michael Angelo/Leonardo Da Vinci		
DT		Structures (3d)	
P.E.	Dance Invasion Games Gymnastics	Strike/fielding games Dance Gymnastics	Net/wall games Strike/fielding Athletics OAA
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	Music from different	Play and perform

	Beethoven 1770 - 1827	countries/traditions (India)	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 and why do religious people show care for others? Why do Christians call Jesus the right of the world?	What do Christians believe about Jesus? Why is lent such an important period for Christians?	What do Christians believe about God?