

Owls- Year 3/4

Autumn Term 1

<u>Subject</u>	<u>NC Objectives- LKS2</u>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers</li><li>• Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using &lt; and &gt; and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers.</li><li>• Learn <math>\times</math> and <math>\div</math> facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts</li><li>• Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation</li><li>• Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column)</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>• To listen and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To discuss and record ideas. Identify characters. To ask questions to improve understanding and record ideas.</li><li>• Read books that are structured in different ways and read for a range of purposes. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To identify how language, structure and presentation contribute to meaning.</li><li>• To learn the grammar for Year 4 in Appendix 2, to read books that are structured in different</li></ul>

	<p>ways and read for a range of purposes, to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary, to write by composing and rehearsing sentences orally, including dialogue, building a varied and rich vocabulary and a range for sentence structures</p> <ul style="list-style-type: none"> <li>• To study how language, structure and presentation contribute to meaning. To use dictionaries to check the meaning of words that they have read. To use the first two or three letters of a word to check its spelling in a dictionary, to use an punctuate direct speech, to compose and rehears sentences orally (including dialogue) progressively building an rich and varied vocabulary and an increasing range of sentences, in narratives create settings, character and plot</li> <li>• To assess the effectiveness of their own and others' writing and suggest improvements. To propose changes to grammar and vocabulary to improved consistency. To use diagonal and horizontal strokes that are needed to join letters and understand which letter, when adjacent to one another, are best left unjoined. To increase the legibility of consistency and quality of their handwriting. To discuss writing similar to that which they are planning to write in order to understand learn from its structure, grammar and vocabulary. To discuss and record ideas.</li> <li>• To discuss and record ideas, use organisational devices in non-narrative writing, use diagonal and horizontal strokes that are needed to join letters and understand which letters, when next to each other, are best left unjoined, to increase the legibility and consistency of their own writing. To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. To daw inferences such as inferring characters' feelings thought and motives from their actions and justify inferences with evidence</li> </ul>
<p><b>Topic</b></p>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>• Simple forces including magnetism Statutory requirement: Pupils should be taught to: ♣ compare how things move on different surfaces ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ observe how magnets attract</li> </ul>

or repel each other and attract some materials and not others ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ♣ describe magnets as having two poles ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing

#### History

- Britain's settlement by Anglo-Saxons and Scots. Examples (non-statutory) This could include: ♣ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ♣ Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion - Canterbury, Iona and Lindisfarne

#### Geography

- Locate world countries, focussing on Europe and America, and key physical and human features.

#### Art

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Learn about the great artists, architects and designers in history.
- Use digital media to create images, video and sound recordings and explain why they were created.

#### ***Print Making-***

- Use layers of two or more colours.
- Replicate patterns observed in nature or built environments.
- Making printing blocks (eg from string glued to a block)
- Name precise repeating patterns.

#### Design and Technology

- Across all D&T students must use research criteria to develop products which are fit for

	<p>purpose; use annotated sketches and prototypes to explain ideas; evaluate existing products and improve own work; use mechanical systems in own work. Once every half term cooking and preparation skills (of mainly savoury dishes) will be used.</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li> <li>• Solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>

Autumn Term 2

<u>Subject</u>	<u>NC Objectives- LKS2</u>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form)</li><li>• Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns</li><li>• Convert multiples of 100 g into kilograms; convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities; draw bar charts, record and interpret information</li><li>• Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use</li><li>• Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>• Identify main ideas drawn from one or more paragraph and summarise these, to ask questions to improve their understanding. To retrieve and record information from non-fiction.</li><li>• To write from memory short sentences dictated by the teacher that include words and punctuation taught so far. Identify main ideas drawn from one or more paragraph and summarise these, to ask questions to improve their understanding. To retrieve and record information from non-fiction.</li><li>• Identify main ideas, drawn from more than one paragraph and summarise these, check the text makes sense, discussing understanding and explaining the words in context, prepare poems and playscripts to perform aloud and to perform showing intonation through intonation, tone, volume and action. To use dictionaries, use the first two-three words to look up words in a dictionary,</li></ul>

	<p>discuss words that capture the reader's interest and imagination, To use growing knowledge of root words, suffixes and prefixes, to read aloud and understand the meaning of new words, spell words that are often mis-spelt, write simple sentences dictated by the teacher using punctuation taught so far, learn Appendix grammar</p> <ul style="list-style-type: none"> <li>• To retrieve and record information from non-fiction, to identify main ideas drawn from more than one paragraph and summaries these, to compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2).</li> <li>• Writing composition - plan, write, evaluate and proof read. to compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2).</li> </ul>
<p><b>Topic</b></p>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>• Covered in Autumn 1 with Serious Settlers</li> </ul> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>• Y3/4 Study a region of the UK - not a local area</li> </ul> <p><u>Art</u></p> <ul style="list-style-type: none"> <li>• Covered in Autumn 1 with printing</li> </ul> <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> <li>• Using nets - understand how card can be stiffened, identify the parts of a net and how it can be assembled, know the need to extend a net so that it can be joined; set up fair tests to evaluate</li> </ul>

	<p>how to stiffen card; select a style and size for a product; use graphic skills, consider users design needs and draw it; model the design; apply skills to make product and understand the need for accuracy in construction for effective products.</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</li> <li>• Use sequence, selection, and repetition in programs; work with various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>

## Spring Term 1

<u>Subject</u>	<u>NC Objectives- LKS2</u>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Place 4-digit numbers on landmarked lines; 0-10 000 and 1000-2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; add and subtract multiples of 10 and 100 to/from 4-digit numbers</li><li>• Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one 'exchange'); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one 'carry'); learn the 7× table and 'tricky' facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; solve simple money problems with decimals to two decimal places</li><li>• Use mental multiplication and division strategies; find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters)</li><li>• Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties and explain reasoning; draw the other half of symmetrical shapes</li><li>• Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; use Frog to find complements to multiples of 1000; use Frog to find change from £10, £20 and £50</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>• Draw inferences and justify with evidence.</li><li>• In narratives to create settings, character and plot.</li><li>• In non-narrative writing, to use simple organizational devices.</li></ul>

- To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- To ask questions to improve their understanding of a text.
- To assess the effectiveness of their own and others' writing and suggest improvements.
- To compare and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increased range of sentence structures (See Appendix 2).
- To discuss and record ideas.
- To discuss words and phrases that capture the reader's imagination.
- To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- To extend the range of sentences with more than one clause by using a wider range of conjunctions.
- To identify ideas from more than one paragraph and summarise these.
- To identify themes and conventions in a wide range of books, increase familiarity with a large range of books including fairy stories, myths, legends and retell some of these orally.
- To indicate possession by using the possessive apostrophe with plural nouns.
- To learn the grammar for Year 4 in Appendix 2.
- To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- To organize paragraphs around a theme.
- To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- To place the possessive apostrophe accurately in words with regular plurals and in words with

	<p>irregular plurals.</p> <ul style="list-style-type: none"> <li>• To predict what might happen from details stated and implied.</li> <li>• To proofread for spelling and punctuation errors.</li> <li>• To propose changes to grammar and vocabulary to improve consistency.</li> <li>• To read aloud their own writing, to a group of the whole class, using appropriate intonation and controlling the tone and volume so that they meaning is clear.</li> <li>• To retrieve and record information from non-fiction.</li> <li>• To spell further homophones.</li> <li>• To use commas after fronted adverbials.</li> <li>• To use fronted adverbials.</li> <li>• To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
<p><b>Topic</b></p>	<p><u>Science</u></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter.</li> <li>• Notes and guidance (non-statutory) Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.</li> </ul>

	<p>Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p> <p><u>History</u></p> <ul style="list-style-type: none"> <li>• chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>• Links to Places in the World. Next term to cover NC requirement on 2 Year Rolling programme.</li> </ul> <p><u>Art</u></p> <ul style="list-style-type: none"> <li>• Next half term</li> </ul> <p><u>D&amp;T</u></p> <ul style="list-style-type: none"> <li>• Making structures- explain why products need to be stable, identify component parts and why they are used, understand the principle of triangulation in simple structures; compare existing products; describe whys of making strong and stable structures; know how to strengthen paper and card, select and use appropriate joining techniques; apply learning to design a product and show in a labelled design; make product; evaluate product.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> </ul>

	<ul style="list-style-type: none"> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>

Spring Term 2

<u>Subject</u>	<u>NC Objectives- LKS2</u>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Recognise, use, compare and order decimal numbers; understand place value in decimal numbers; recognise that decimals are tenths; round decimal numbers to the nearest whole number; divide 2-digit numbers by 10 to get decimal numbers; multiply decimal numbers by 10 to get 2-digit numbers; divide 3-digit multiples of ten by 100 to get decimal numbers; multiply decimal numbers by 100 to get 3-digit multiples of ten; add four digit numbers using written method with answers greater than 10 000</li><li>• Add amounts of money using written methods and mentally using place value and number facts; choose to add using the appropriate strategy: mental or written; subtract, choosing appropriate mental strategies: counting up or taking away (using counting back, place value or number facts); solve subtractions using a suitable written method (column subtraction)</li><li>• Tell the time on a 24 hour clock, using am and pm correctly; convert pm times to 24 hour clock and vice versa; use 24 hour clock in calculating intervals of time; measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find missing lengths in rectilinear composite shapes; find the perimeters of rectilinear shapes with some lengths not marked; convert from one unit of length to another; solve word problems involving lengths including those involving perimeters</li><li>• Understand place value in 4-digit numbers; partition 4-digit numbers; solve subtraction of 4-digit numbers using column subtraction (decomposition); choose an appropriate method to solve subtractions, either mental or written, and either column or counting up (Frog)</li><li>• Use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; explore patterns; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 10 and 35, without remainders; solve word problems</li></ul>

<b>English</b>	<ul style="list-style-type: none"><li>• In narratives, creating settings, characters and plot;</li><li>• In non-narrative material to use simple organizational devices.</li><li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>• To apply their growing knowledge of root words, prefixes and suffixes as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li><li>• To ask questions to improve their understanding of a text. To read books that are structured in different ways and read for a range of purposes.</li><li>• To assess the effectiveness of their own and others' writing and suggesting improvements.</li><li>• To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li><li>• To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li><li>• To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2).</li><li>• To discuss and record ideas.</li><li>• To discuss words and phrases that capture the reader's interest and imagination.</li><li>• To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.</li><li>• To draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2).</li><li>• To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li><li>• To extend the range of sentences with more than one clause by using a wider range of conjunctions.</li></ul>
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- To identify main ideas from more than one paragraph and summarise these.
- To increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch];
- To increase the legibility, consistency and quality of their handwriting
- To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- To indicate possession by using the possessive apostrophe with plural nouns.
- To learn the grammar for Year 4 in Appendix 2.
- To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks,
- To organise paragraphs around a theme.
- To predict what might happen from details stated and implied.
- To proofread for spelling and punctuation errors
- To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- To read books that are structured in different ways and reading for a range of purposes
- To read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- To use and punctuate direct speech.
- To use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.
- To use commas after fronted adverbials.
- To use conjunctions, adverbs and prepositions to express time and cause.

	<ul style="list-style-type: none"> <li>• To use dictionaries to check the meaning of words that they have read.</li> <li>• To use fronted adverbials.</li> <li>• To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• To use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• To use the present perfect form of verbs in contrast to the past tense.</li> </ul>
<b>Topic</b>	<p><u>Science</u></p> <p>Statutory - Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p>Non-statutory</p> <p>Notes and guidance (non-statutory)</p> <ul style="list-style-type: none"> <li>• Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</li> <li>• Note: Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.</li> <li>• Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how</li> </ul>

	<p>water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p> <p><u>History</u></p> <ul style="list-style-type: none"> <li>• Vikings - last half term.</li> </ul> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>• Understand and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc</li> </ul> <p><u>Art</u></p> <p>Painting techniques</p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add details.</li> <li>• Experiment with creating mood with colour</li> </ul> <p><u>D&amp;T</u></p> <ul style="list-style-type: none"> <li>• Last half term.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs;</li> <li>• work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs select,</li> <li>• use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>

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|  | <ul style="list-style-type: none"><li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li></ul> |
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Summer Term 1

<u>Subject</u>	<u>NC Objectives- LKS2</u>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Read, write and compare 4-digit numbers and place on a line; find 1000 more or less than any given number; read, write and compare 5-digit numbers; recognise what each digit represents in a 5-digit number; read, use and compare negative numbers in the context of temperature</li><li>• Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths); read and write decimals (to 1 and 2 places), understanding that these represent parts (tenths and hundredths) of numbers; mark 1- and 2- place decimals on a line; count in tenths (0.1s) and hundredths (0.01s); multiply numbers with up to 2 decimal places by 10 and 100, and divide numbers by 10 and 100; say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number</li><li>• Learn 11 and 12× tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit numbers; use rounding to estimate answers; use a written method to multiply 3-digit numbers, including amounts of money by 1-digit numbers; multiply 2-digit and 3-digit numbers by 1-digit numbers; understand how division ‘undoes’ multiplication and vice versa; divide above the tables facts using multiples of 10</li><li>• Recognise and read Roman numerals to 100; begin to know the history of our number system including 0; calculate area and perimeter of rectilinear shapes using multiplication and addition, or counting; recognise, name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes</li><li>• Understand, read and write 2-place decimals; compare 2-place decimals in the context of lengths; add and subtract 0.1 and 0.01 and say a number one-tenth (0.1) or one-hundredth (0.01) more or less than a given number; revise equivalent fractions; write fractions with different denominators with a total of 1; recognise decimal and fraction equivalents</li></ul>

## English

- In narratives, to create settings, characters and plot.
- In non-narrative material to use simple organizational devices.
- To apply their growing knowledge of root words, prefixes and suffixes as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- To ask questions to improve their understanding of a text. To read books that are structured in different ways and read for a range of purposes.
- To assess the effectiveness of their own and others' writing and suggest improvements.
- To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2).
- To discuss and record ideas.
- To discuss words and phrases that capture the reader's interest and imagination.
- To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.
- To draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2).
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- To extend the range of sentences with more than one clause by using a wider range of conjunctions.
- To identify main ideas from more than one paragraph and summarise these.
- To increase the legibility, consistency and quality of their handwriting
- To increase their familiarity with a wide range of books, including fairy stories, myths and

	<p>legends, and retell some of these orally.</p> <ul style="list-style-type: none"> <li>• To indicate possession by using the possessive apostrophe with plural nouns.</li> <li>• To learn the grammar for Year 4 in Appendix 2.</li> <li>• To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• To organise paragraphs around a theme.</li> <li>• To predict what might happen from details stated and implied.</li> <li>• To prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• To proofread for spelling and punctuation errors</li> <li>• To propose changes to grammar and vocabulary to improve consistency.</li> <li>• To read books that are structured in different ways and reading for a range of purposes.</li> <li>• To recognise some different forms of poetry.</li> <li>• To retrieve and record information from non-fiction.</li> <li>• To use and punctuate direct speech.</li> <li>• To use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</li> <li>• To use commas after fronted adverbials.</li> <li>• To use conjunctions, adverbs and prepositions to express time and cause.</li> <li>• To use dictionaries to check the meaning of words that they have read.</li> <li>• To use fronted adverbials.</li> <li>• To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• To use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• To use the present perfect form of verbs in contrast to the past tense.</li> </ul>
<b>Topic</b>	Science

	<ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways; explore and use classification keys to help group,</li> <li>• identify and name a variety of living things in their local and wider environment;</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>• Indus Valley/China/Egypt/Local History study</li> </ul> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>• field work - observe, measure and record</li> </ul> <p><u>Art</u></p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul> <p><u>D&amp;T</u></p> <ul style="list-style-type: none"> <li>• Pneumatic systems - explain how pneumatic systems work using vocabulary; discuss how products are made, practise making simple pneumatic systems; construct systems; know techniques for fixing components; investigate ways of using pneumatic system with other materials to control movement; working together apply learning to design and make; work together on an idea to brainstorm and discuss the constraints; play stages of work in a storyboard; work safely and accurately with simple hand tools to make; work as a team; evaluate their product as a team and suggest improvements.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct</li> </ul>

	<p>errors in algorithms and programs</p> <ul style="list-style-type: none"> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> </ul>

Summer Term 2

<u>Subject</u>	
<b>Maths</b>	<ul style="list-style-type: none"><li>• Add two 2-digit numbers or a 2-digit number to a 3- or 4-digit number mentally; subtract 2-, 3- and 4-digit numbers using counting up; derive factors of 2-digit numbers and use factors and doubling to solve multiplication mentally; solve integer scaling problems using mental strategies and spot a relationship between products; solve correspondence problems, using a systematic approach and calculate using mental multiplication strategies</li><li>• Solve written addition of two 4-digit numbers; add amounts of money (pounds and pence) using column addition; solve 4-digit minus 4-digit and 4-digit minus 3-digit subtractions using written column method (decomposition) and check subtraction with addition; solve word problems choosing an appropriate method</li><li>• Use coordinates to draw polygons; find the coordinates of shapes after translation; draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning</li><li>• Use the vertical algorithm (ladder) to multiply 3-digit numbers by 1-digit numbers; find non-unit fraction of amounts, using 'chunking'; add fractions with like denominators, including totals greater than 1; divide by 10 and 100 (to give answers with 1 and 2 decimal places)</li><li>• Multiply 2-digit numbers by 11 and 12; look for patterns and write rules; multiply 2-digit numbers by numbers between 10 and 20 using the grid method; begin to use the grid method to multiply pairs of 2-digit numbers; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 20 and 50, with and without remainders; find non-unit fractions of amounts</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>• In narratives, to create settings, characters and plot.</li><li>• In non-narrative material to use simple organizational devices.</li><li>• To apply their growing knowledge of root words, prefixes and suffixes as listed in Appendix 1,</li></ul>

both to read aloud and to understand the meaning of new words they meet.

- To ask questions to improve their understanding of a text.
- To assess the effectiveness of their own and others' writing and suggest improvements.
- To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2).
- To discuss and record ideas.
- To discuss words and phrases that capture the reader's interest and imagination.
- To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.
- To draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2).
- To extend the range of sentences with more than one clause by using a wider range of conjunctions.
- To identify main ideas from more than one paragraph and summarise these.
- To increase the legibility, consistency and quality of their handwriting
- To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- To indicate possession by using the possessive apostrophe with plural nouns.
- To learn the grammar for Year 4 in Appendix 2.
- To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- To organise paragraphs around a theme.

	<ul style="list-style-type: none"> <li>• To predict what might happen from details stated and implied.</li> <li>• To proofread for spelling and punctuation errors</li> <li>• To propose changes to grammar and vocabulary to improve consistency.</li> <li>• To read books that are structured in different ways and reading for a range of purposes.</li> <li>• To recognise some main features of non-fictional writing, especially in newspaper reports: use of headlines, subheadings, paragraphs, quotes, report writing.</li> <li>• To retrieve and record information from non-fiction.</li> <li>• To use and punctuate direct speech.</li> <li>• To use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</li> <li>• To use commas after fronted adverbials.</li> <li>• To use conjunctions, adverbs and prepositions to express time and cause.</li> <li>• To use dictionaries to check the meaning of words that they have read.</li> <li>• To use fronted adverbials.</li> <li>• To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• To use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• To use the present perfect form of verbs in contrast to the past tense.</li> </ul>
<b>Topic</b>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways; explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>• Indus Valley/China/Egypt/Local History study</li> </ul> <p><u>Geography</u></p>

	<ul style="list-style-type: none"> <li>• field work - observe, measure and record</li> </ul> <p><u>Art</u></p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul> <p><u>D&amp;T</u></p> <ul style="list-style-type: none"> <li>• Pneumatic systems - explain how pneumatic systems work using vocabulary; discuss how products are made, practise making simple pneumatic systems; construct systems; know techniques for fixing components; investigate ways of using pneumatic system with other materials to control movement; working together apply learning to design and make; work together on an idea to brainstorm and discuss the constraints; play stages of work in a storyboard; work safely and accurately with simple hand tools to make; work as a team; evaluate their product as a team and suggest improvements.</li> </ul>
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