



Castle View Primary School

Yearly Overview Year 3/4 Cycle A

	Autumn		Spring		Summer	
Topic name	Romans	Rivers	Anglo Saxons. Picts and Scots	Mountains	Ancient Egypt	Europe
English	<p>FICTION Dilemma story <i>Lost or Stolen by Narinda Dhami</i></p> <p>become familiar with specific cultural facts and vocabulary needed to understand the story</p> <p>make links and connections between other stories they know, their own experiences and the new story</p> <p>keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing</p> <p>develop their skills of argument and discussion</p> <p>increase their knowledge of and application of rarer vocabulary and synonyms</p> <p>identify a dilemma in a story</p> <p>explore and develop their own point of view about the development of characters in the story</p> <p>develop an awareness of subtext</p> <p>consider how the characters' actions affect the plot</p> <p>develop their ability to think outside the story to enrich their reading experience</p>	<p>FICTION Playscript <i>A Tune of Lies by Lou Kuenzler</i></p> <p>learn the meaning of specific vocabulary used in the playscript</p> <p>keep a personal log for recording and reflecting on their exploration of stories</p> <p>develop their skills of argument and discussion t</p> <p>become familiar with words associated with playscripts</p> <p>hear more about the play and make predictions</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p> <p>develop their skills of argument and discussion</p> <p>gain a deeper understanding of the play and to see the text for the first time</p> <p>consider the reasons behind a character's actions</p> <p>learn the meaning of vocabulary used in the play and to use synonymous language to give shades of meaning</p>	<p>FICTION Story in narrative verse <i>The Bogey Men and the Trolls</i> <i>Next Door by Kaye Umansky</i></p> <p>talk about the pictures, feelings and ideas the words have made in their minds and to make links with their own experiences and other stories they know</p> <p>hear more information about the story and become more familiar with the characters and plot before they hear the full version</p> <p>keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing</p> <p>develop their skills of argument</p> <p>increase their knowledge of and application of synonyms and to examine how writers use language for effect</p> <p>predict how the story will develop and end</p> <p>hear and enjoy stories</p> <p>develop their knowledge of and application of rarer vocabulary taken from the text</p> <p>make inferences about characters from what is implied by their words, actions and relationships with other characters</p>	<p>FICTION Poetry <i>The balloons by Oscar Wilde</i> <i>My Sari by Debjani Chatterjee</i> <i>At the End of School Day by Wes Magee</i></p> <p>immerse in poems that use powerful imagery to capture everyday moments</p> <p>hear and enjoy poems</p> <p>keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing</p> <p>develop their skills of argument and discussion</p> <p>increase their knowledge of powerful vocabulary and synonyms</p> <p>revise some poetic features and become familiar with Special phrases particular to the poem</p> <p>consolidate their understanding of syllables</p> <p>develop their awareness of poetic forms</p> <p>develop their ability to experiment with words to create powerful images</p> <p>develop their understanding of rhyming patterns</p>	<p>FICTION Story from another culture <i>Sugarcane Juice by Pratima Mitchell</i></p> <p>to become familiar with another culture</p> <p>make connections to the story and the setting</p> <p>keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing</p> <p>develop their skills of argument and discussion</p> <p>hear and enjoy the full version of the story</p> <p>understand the chronology and main points of the story</p> <p>explore strong descriptive phrases and think about how they help the reader engage with a story</p> <p>learn the meaning of descriptive vocabulary used in the story and to understand how writers use language for effect</p> <p>gain a deeper understanding of the story and to see the text for the first time</p> <p>compare and contrast the two settings in the story</p>	<p>FICTION A folktale <i>The enchantress of the Sands by Jamila Gavin</i></p> <p>understand the main themes and archetypes associated with folktales</p> <p>identify the main features of a folktale</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p> <p>develop their skills of argument and discussion</p> <p>become familiar with vocabulary specific to traditional stories</p> <p>make links between the new story and those in the Story store</p> <p>make links with their own experiences and to make predictions before they hear the full version</p> <p>to develop their skills of argument and discussion</p> <p>explore powerful phrases used in the story and increase their knowledge of how imagery can be used to create vivid pictures in the reader's mind</p> <p>gain a deeper understanding of the story and to see the text for the first time</p>

<p>use hotseating to explore a character's motivations, feelings and actions</p> <p>NON-FICTION Information text <i>Your A-Z holiday guide. Which Holiday</i></p> <p>understand why we read information texts</p> <p>understand how information texts are organised to be clear, engaging and helpful</p> <p>understand the difference between fact and opinion, and think about why they are useful to a reader</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p> <p>explore general and specific information, thinking about why both might be helpful in different ways</p> <p>decide what information they should include in their writing, and how information could be grouped to make it clearer</p> <p>practise organising information in a way that is helpful, by planning</p>	<p>understand how stage directions are used and what they tell us about the characters</p> <p>understand the importance of setting to a play</p> <p>learn the meaning of vocabulary used in the playscript and increase their knowledge of synonyms</p> <p>explore the importance of individuals and events in the script</p> <p>explore how characters' emotions change throughout the play</p> <p>understand how small changes can have big consequences in narratives</p> <p>develop their awareness of the narrator's and characters' voices</p> <p>improvise dialogue in an imaginary context</p> <p>participate in the creation of an expanded scene of the play</p> <p>participate in the development of a new scene that will provide a model and stimulus for their own writing</p> <p>write their scene</p> <p>understand special effects and where they could use them</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>perform and evaluate their and other children's scripts</p>	<p>explore how the writer has used a particular form and a variety of language techniques for effect</p> <p>deepen their understanding of a story by increasing familiarity with the characters and events</p> <p>explore the tradition of recitation of narrative verse and the reasons for memorising things</p> <p>practise and develop their memorisation skills</p> <p>develop their presentation and performance skills</p> <p>develop an awareness of the narrator's point of view in a story</p> <p>write a story using the sentences they have developed, teacher modelling and prompts</p> <p>develop their willingness to share their work with their peers, and their ability to identify qualities of others' work as well as their own</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>NON-FICTION Explanation <i>Where does Water Come From?</i></p> <p>revise their existing knowledge of the purpose and features of explanation texts</p> <p>develop their ability to interpret a diagram and give an oral explanation</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p>	<p>with language and to consider the impact that making changes can have on a text</p> <p>make connections between form and content in poetry</p> <p>explore deeper meaning in a poem through drama</p> <p>develop their ability to use language to describe what they observe</p> <p>see how similes can be used to build an image</p> <p>experiment with language and make choices for effect</p> <p>see examples of writing that will provide models for their own writing</p> <p>evaluate the effectiveness of writers' techniques and language choice</p> <p>develop their ability to write independently</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>NON-FICTION Non-chronological report <i>Wanted: A New Planet</i></p> <p>understand why we read non-chronological reports</p> <p>understand technical language used in the non-chronological report before they read it for the first time</p> <p>read a non-chronological report</p> <p>share the process of keeping a class reading, writing and thinking log to record responses to texts and activities in a variety of forms</p>	<p>deepen their understanding of a story by increasing familiarity with the text</p> <p>explore how the author uses dialogue and description of the action to help the reader visualise how characters behave</p> <p>use evidence from the story to compose questions that will elicit a deeper understanding of the main character</p> <p>act in role to explore the main character</p> <p>use a variety of sources to compile a fact file about the main character in the story</p> <p>learn how to compose descriptive sentences about the setting</p> <p>practise oral storytelling</p> <p>develop imagery (similes and metaphors) to describe the bus</p> <p>use prompts to develop a plan for a new episode of Hamid's journey</p> <p>develop their plan by adding detail, dialogue and action</p> <p>use their developed plan to write their new episode of Hamid's journey</p> <p>read and share their episode of Hamid's journey</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p>	<p>identify the main features of a folktale</p> <p>keep a personal log for recording and reflecting on their exploration of stories</p> <p>look at settings in detail before writing their own</p> <p>keep a personal log for recording and reflecting on their exploration of stories</p> <p>understand how the climax of the story relies on character as well as plot</p> <p>explore the tension and suspense in the climax of a story</p> <p>consider how character, setting and plot affect each other</p> <p>understand how language can be used to show the relative passing of time and to link events in the story together</p> <p>explore alternative settings and descriptive phrases for their new story</p> <p>compose a complex sentence that includes a simile</p> <p>plan their story using the interactive story map</p> <p>create an exciting climax using dialogue to create tension and tell the story</p> <p>write their story using all the skills they have been exploring</p> <p>read their story to a supportive critical partner</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p>
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Some ideas will be used in their own writing</p> <p>gain an awareness of the effect of persuasive language</p> <p>watch a trailer critically, thinking about the persuasive techniques used to appeal to the audience</p> <p>read and identify the key features in a variety of persuasive texts and analyse their success</p> <p>keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing</p> <p>plan the message and purpose of their advertising campaign and design a poster for it</p> <p>see a model of a storyboard for a film trailer</p> <p>plan a trailer using a storyboard</p> <p>see a model of using music, images and words to create a trailer</p> <p>improve their storyboard by deciding how to combine images, words and music</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy</p>	<p>NON-FICTION <i>Evaluating evidence</i> <i>Junior Detective</i></p> <p>understand some technical language</p> <p>read an explanation text</p> <p>increase their vocabulary by identifying and understanding words they are unsure of</p> <p>keep a personal log of notes, thoughts and ideas, collected from their reading and discussions. Some ideas will be used in their own writing</p> <p>become familiar with some of the key language features associated with explanations</p> <p>learn how to take notes from a variety of source materials</p> <p>assess the source materials and make notes</p> <p>understand how to structure their evidence</p> <p>assess the evidence in order to plan their writing</p> <p>write about their evidence, including an introduction and a conclusion</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>present their evidence to the 'court'</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p>
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					of their grammar, punctuation and spelling	
					work effectively with a partner to perform a film trailer and to develop critical awareness	
Maths Year 3	<p>Number: Place Value</p> <ul style="list-style-type: none"> To be able to represent numbers to 100 To be able to partition and recombine tens and ones to make a total To recognise hundreds and count objects and numbers in multiples of 100 To become familiar with numbers up to 1000 To understand the place value of numbers to 1000 To understand that a 3-digit number is made up of 100s, 10s and 1s To be able to estimate, work out and write numbers on a numberline up to 1000 To be able to find 1, 10 or 100 more or less To be able to compare objects up to 1000 To be able to compare numbers up to 1000 To be able to order numbers up to 1000 To be able to count in 50s <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> To be able to add and subtract multiples of 100 To add and subtract 1s To add and subtract 3-digit and 1-digit numbers (not crossing 10) To be able to add a 2-digit and a 1-digit number (crossing 10) To be able to add a 3-digit number and a 1-digit number (crossing 10) 	<ul style="list-style-type: none"> To be able to subtract a 2-digit number from a 3-digit number (crossing 10 or 100) To be able to add two 3-digit numbers (not crossing 10 or 100) To be able to add two 3-digit numbers (crossing 10 or 100) To be able to subtract a 3-digit number from a 3-digit number (no exchange) To be able to subtract a 3-digit number from a 3-digit number (with exchange) To estimate answer to calculations To be able to check answers <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To recognise, make and add equal groups To understand the relationship between repeated addition and multiplication To use arrays to see the commutativity of multiplication facts To solve problems involving the 2 times-table To solve problems involving the 5 times-table To divide by sharing objects into equal groups To divide by making equal groups To use grouping and sharing to divide by 2 To use grouping or sharing to divide by 5 To use grouping or sharing to divide by 10 To be able to solve problems involving multiplying by 3 To be able to divide by 3 using grouping or sharing To apply knowledge of the 3 times table to different contexts 	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To be able to solve problems involving the 2 times-table To be able to solve problems involving the 4 times-table To be able to solve problems involving the 8 times-table To use knowledge of multiplication and division to compare statements using inequality symbols To use known multiplication facts to solve other multiplication problems To multiply a 2-digit number by a 1-digit number using manipulatives To multiply a 2-digit number by a 1-digit number with exchange To divide a 2-digit number by a 1-digit number To divide a 2-digit number by a 1-digit number with a remainder To be able to use scaling To be able to work systematically to find all possibilities <p>Measurement: Length, Perimeter and Area</p> <ul style="list-style-type: none"> To be able to use rulers, tape measures, meter sticks and trundle wheels to measure To be able to measure in centimetres and millimetres To be able to measure in meters To know that 100 centimetres is equivalent to 1 meter To know that 10 millimetres is equivalent to 1 centimetre To compare the lengths of objects using comparison language and symbols To compare and order lengths based on measurements in mm, cm and m 	<p>Number: Fractions continued</p> <ul style="list-style-type: none"> To know that the denominator represents the number of parts that a shape or quantity is split into To identify unit fractions that have been shaded To explore the equivalence of two quarters and one half of the same whole To be able to count in fractions from any number up to 10 <p>Number: Fractions</p> <ul style="list-style-type: none"> To be able to make a whole To know that a tenth is when one whole is split into 10 equal parts To count up and down in tenths To represent tenths as a decimal To use a numberline to represent fractions beyond one whole To find a unit fraction of an amount To solve problems involving fractions To use manipulatives to explore equivalent fractions To use numberlines to explore equivalent fractions To look for patterns with equivalent fractions To compare unit fractions or fractions with the same denominator To order unit fractions and fractions with the same denominator To add two or more fractions with the same denominator To subtract fractions with the same denominator <p>Measurement: Mass and Capacity</p>	<p>Measurement: Money</p> <ul style="list-style-type: none"> To count in 1p, 2p, 5p and 10p coins To be able to count in £1, £2, £5, £10 and £20 To know the value of each coin and note To be able to convert between pounds and pence To be able to add two amounts of money To be able to use different methods to subtract money To be able to find change <p>Measurement: Time</p> <ul style="list-style-type: none"> To be able to tell the time to the nearest hour and half hour To read and draw the times 'quarter to' and 'quarter past' To explore years using calendars and investigate the number of days in each month To know that there are 24 hours in a day To be able to tell the time to the nearest 5 minutes on an analogue clock To tell the time to the nearest minute using an analogue clock To use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day To compare analogue and digital clocks To find the duration of events using both analogue and digital clocks To compare the durations of time using analogue and digital clocks To find start and end times to the nearest minute using both analogue and digital times To measure and compare durations of time in seconds 	<p>Statistics</p> <ul style="list-style-type: none"> To know that tally charts can be used as a systematic method of recording data To draw pictograms where symbols represent 2, 5 or 10 items To be able to interpret pictograms represented both horizontally and vertically To be able to read and interpret pictograms including those with half a symbol To interpret information in pictograms and tally charts in order to construct bar charts To interpret information from tables to answer one and two-step problems <p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> To recognise angles as a measurement of a turn To recognise that a right angle is a quarter turn To identify whether an angle is greater than or less than a right angle in shapes and turns To measure and draw straight lines accurately in centimetres and millimetres To identify and find horizontal and vertical lines in a range of contexts To identify and find parallel and perpendicular lines in a range of practical contexts To recognise, describe and draw 2-D shapes accurately To recognise and describe 3-D shapes in different orientations To be able to make 3-D shapes using construction materials <p>Consolidation</p>

		<ul style="list-style-type: none"> To use knowledge of the 2 times table to multiply by 4 To be able to divide by 4 using grouping or sharing To use knowledge of known multiplication tables to develop knowledge of the 4 times-table To use knowledge of the 4 times table to multiply by 8 To be able to divide by 8 using grouping or sharing To use knowledge of known multiplication facts to calculate unknown multiplication facts 	<ul style="list-style-type: none"> To be able to convert measurements to the same unit of length to add more efficiently To be able to subtract lengths To be able to measure the perimeter of simple 2-D shapes To calculate the perimeter of simple 2-D shapes <p>Number: Fractions</p> <ul style="list-style-type: none"> To be able to make equal parts To be able to recognise a half To be able to recognise a quarter To be able to find a quarter To be able to recognise a third 	<ul style="list-style-type: none"> To be able to compare the mass of different objects To be able to read a range of scales including scales with missing intervals To measure the mass of objects and record them as a mixed measurement in kilograms and grams To use 'heavier' and 'lighter' to compare mass To be able to add and subtract mass using a range of mental and written methods To compare volume using $<$, $>$ and $=$ To use litres, millilitres and standard scales to explore capacity To use 'full' and 'empty' to compare capacity To be able to add and subtract volumes and capacities To learn that temperature is higher when it is warmer <p>Consolidation</p>		
Maths Year 4	<p>Number: Place Value</p> <ul style="list-style-type: none"> To be familiar with numbers up to 1000 To know that a 3-digit number is made up of 100s, 10s and 1s To estimate, work out and write numbers on a numberline to 1000 To be able to round numbers to the nearest 10 To be able to round numbers to the nearest 100 To be able to count in 1000s To represent numbers to 1000 in different ways To understand that 4-digit numbers are made up of 1000s, 100s, 10s and 1s To explore how numbers to 1000 can be partitioned To be able to estimate, label and draw numbers on a numberline to 10,000 To find 1, 10 or 100 more or less than a given number To find 1000 more or less than a given number 	<p>Number: Addition and Subtraction continued</p> <ul style="list-style-type: none"> To be able to subtract a 3-digit number from a 3-digit number (no exchange) To be able to subtract two 4-digit numbers (no exchange) To be able to subtract a 3-digit number from a 3-digit number (with exchange) To be able to subtract two 4-digit numbers (one exchange) To be able to subtract two 4-digit numbers (more than one exchange) To be able to choose an efficient method of subtraction To be able to estimate answers to calculations To be able to check strategies <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To be able to multiply by 10 To be able to multiply by 100 To be able to divide by 10 	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> To be able to multiply by 11 and 12 To be able to multiply three one-digit numbers To be able to multiply numbers mentally To use informal methods to multiply a two-digit number and a one-digit number To multiply a two-digit number by a one-digit number using manipulatives To multiply a two-digit number by a one-digit number using short multiplication To multiply a three-digit number by a one-digit number To be able to divide a two-digit number by a one-digit number To be able to solve division problems with a remainder To be able to solve problems involving division 	<p>Number: Fractions Continued</p> <ul style="list-style-type: none"> To learn about fractions greater than 1 To be able to count in fractions greater than one To add two or more fractions with the same denominator To subtract fractions with the same denominator To subtract fractions from a whole amount To find a unit fraction of an amount by dividing an amount into equal groups To find non-unit fractions of amounts To solve problems for fractions of a quantity <p>Number: Decimals</p> <ul style="list-style-type: none"> To recognise tenths and hundredths To recognise tenths as decimals 	<p>Number (decimals including money)</p> <ul style="list-style-type: none"> To recognise tens bonds to 100 To find number bonds to 100 with tens and ones To make a whole from any number of tenths and hundredths To make numbers with up to two decimal places To compare numbers with decimals with up to two decimal places To be able to order numbers with decimals with up to two decimal places To be able to round numbers with one decimal place to the nearest whole number To be able to write halves and quarters as decimals <p>Measurement (Money)</p> <ul style="list-style-type: none"> To develop an understanding of pounds and pence 	<p>Statistics</p> <ul style="list-style-type: none"> To know how to use bar charts, pictograms and tables to interpret and present discrete data To solve comparison, sum and difference problems using discrete data with a range of scales To read and draw graphs showing continuous data To solve comparison, sum and difference problems using continuous data with a range of scales <p>Geometry Properties of shape</p> <ul style="list-style-type: none"> To recognise angles as a measure of a turn To recognise that a right angle is a quarter turn To identify whether an angle is greater than or less than a right angle in shapes and turns To develop an understanding of obtuse and acute angles by comparing with right angles

- To be able to compare 4-digit numbers using $<$, $>$ or $=$
- To be able to order numbers in ascending and descending order
- To be able to round numbers to the nearest 1000
- To be able to count in 25s
- To develop an understanding of negative numbers on a numberline
- To explore Roman Numerals to 100

Number: Addition and Subtraction

- To be able to add and subtract 1s, 10s and 100s and 1000s
- To be able to add two 3-digit numbers (not crossing 10 or 100)
- To be able to add two 4-digit numbers (no exchange)
- To be able to add two 3-digit numbers (crossing 10 or 100)
- To be able to add two 4-digit numbers (one exchange)
- To be able to add two 4-digit numbers (more than one exchange)

- To be able to divide by 100
- To be able to multiply by 1 and 0
- To be able to divide by 1
- To be able to solve problems involving multiplying by 3
- To be able to divide by 3 by sharing or grouping
- To be able to solve problems by multiplying and dividing by 6
- To be able to solve problems by multiplying and dividing by 9
- To be able to solve problems by multiplying and dividing by 7

- To be able to divide a three-digit number by a one-digit number
- To work systematically to find all combinations

Measurement: Length, Perimeter and Area

- To recognise that 100cm is equivalent to 1 metre
- To recognise that 10mm is equivalent to 1cm
- To be able to multiply and divide by 1000 to convert between kilometres and metres
- To be able to add lengths given in different units of measurement
- To use take-away and finding the difference to subtract lengths
- To measure the perimeter of simple 2-D shapes
- To calculate the perimeter of a rectilinear shape by counting squares on a grid
- To calculate the perimeter of rectangles that are not on a square grid
- To calculate the perimeter of rectilinear shapes
- To understand that area is the amount of space taken up by a 2-D shape or surface
- To understand that area is measured in squares
- To be able to make rectilinear shapes using a given number of squares
- To compare the area of rectilinear shapes

Number: Fractions

- To explain the difference between unit and non-unit fractions
- To explore fractions of shapes, quantities and fractions on a numberline
- To know that a tenth is when one whole is divided into 10 equal parts
- To be able to count up and down in tenths

- To represent tenths on a place value grid
- To read and represent tenths on a numberline
- To divide a 1-digit number by 10
- To divide a 2-digit number by 10
- To understand that hundredths arise from dividing one whole into 100 equal parts
- To recognise hundredths as decimals
- To represent hundredths on a place value grid
- To be able to divide 1 or 2-digits by 100

- To compare and order amounts
- To be able to round amounts of money written in decimal notation to the nearest pound
- To be able to convert between pounds and pence
- To be able to add two amounts of money
- To be able to subtract amounts of money using different methods
- To use a numberline and a part-whole model to subtract to find change
- To solve simple problems with money involving all four operations

Measurement (Time)

- To be able to tell the time to the nearest 5 minutes on an analogue clock
 - To be able to tell the time to the nearest minute using an analogue clock
 - To use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day
 - To compare analogue and digital clocks
 - To be able to convert between hours, minutes and seconds
 - To know the duration of years, months, weeks and days
 - To be able to convert between analogue and digital times using a format up to 12 hours
- To convert between analogue and digital times using a 24 hour clock

- To compare and order angles in ascending and descending order
- To recognise, describe and draw 2-D shapes accurately
- To classify triangles using the names 'isosceles', 'scalene' and 'equilateral'
- To name quadrilaterals including a square, rectangle, rhombus, parallelogram and trapezium
- To identify horizontal and vertical lines in a range of contexts
- To find and identify lines of symmetry within 2-D shapes
- To use knowledge of symmetry to complete 2-D shapes and patterns

Geometry: Position and direction

- To read, write and use pairs of coordinates in the first quadrant
 - To develop an understanding of coordinates by plotting given points on a 2-D grid
 - To be able to move shapes and points on a coordinate grid
- To describe the movement of shapes and points on a coordinate grid

			<ul style="list-style-type: none"> To investigate and record equivalent fractions To solve problems involving equivalent fractions 			
Science	<p>Living things and their habitats Use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. Identify how the habitat changes throughout the year. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</p>	<p>Living things and their habitats Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, for example ferns and mosses.</p>	<p>Electricity Construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage. Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity.</p>	<p>Sound Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.</p>	<p>States of matter Observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. Living things and their habitats Use the local environment throughout the year to raise and answer questions that help them to identify and study animals in their habitat. Identify how the habitat changes throughout the year.</p>	<p>States of matter Explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.</p>
Computing	<p>Using Search Technologies & Word Processing To locate information on the search results page. To use search effectively to find out information. To assess whether an information source is true and reliable. To be able to: *locate an image *copy and paste *resize an image *position an image *change font size *change font colour *save their work</p>	<p>Data – Spreadsheets To use the symbols more than, less than and equal to, to compare values. To collect data and produce a variety of graphs. To learn about cell references. Graphing To enter data into a graph and answer questions. To solve an investigation and present the results in graphic form.</p>	<p>Multimedia – Animations To discuss what makes a good, animated film or cartoon. To learn how animations are created by hand. To find out how animations can be created in a similar way using the computer. To learn about onion skinning in animation. To add backgrounds and sounds to animations. To be introduced to ‘stop motion’ animation. To share animation on the class display board and by blogging.</p>	<p>Hardware Investigators To identify the different parts that make up a computer. To recall the different parts that make up a computer. To understand the functions of the different parts of a computer.</p>	<p>Coding – 2Code A To review coding vocabulary that relates to Object, Action, Output, Control and Event. To use the design to write the code for the program. To design and write a program that simulates a physical system. To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs. To understand the importance of saving periodically as part of the code development process. To explore how code can be used to investigate control by creating a simulation. To know what decomposition and abstraction are in computer science. To design a decomposed feature of a real-life situation.</p>	<p>Emails To think about different methods of communication. To open and respond to an email using an address book. To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario.</p>
History / Geography	<p>Unit 1: Romans The children become fully immersed in learning all about the Romans! With everything from gladiators and aqueducts to emperors and goddesses. The</p>	<p>Rivers What is a river? Where does river water come from? How do people use rivers? What journeys do rivers make? How do people change rivers? How does flooding affect people?</p>	<p>Unit 2: Anglo Saxons. Picts and Scots The children investigate what happened in Britain after the Romans left in the 5th century. They use the mysterious burial ship at Sutton Hoo as a basis to</p>	<p>Mountains What is a mountain? Where are the ‘Seven Summits’? How are the mountains made? Are all mountains made in the same way?</p>	<p>Unit 3: Ancient Egypt The children explore the life and times of ancient Egypt. They locate the ancient Egyptians in time and place, and learn all about their fascinating lives and culture.</p>	<p>Region of Europe What are the characteristics of Europe like? Where are the capitals and countries in Europe?</p>

	investigate the impact Romans had on life today.	What can I find out about the world's longest rivers? Why is this river special?	explore where the Anglo-Saxons came from, how they came to settle in Britain, along with the Picts and Scots of the north and how Christianity became the predominant religion.	What is it like on a mountain? Why do people choose to live on mountains? What are the UK's highest mountains like? How are these mountains different from each other? What is it like in the Himalayas? In what ways are they similar to, or different from, the highest mountains in the UK? What can I find out about the world's highest mountains? What is the land around a mountain like?		What is the food like in different parts of Europe? Why should people visit the Mediterranean? What are the similarities and differences between Lancaster and the Mediterranean – news stories (human geography)? How is life in Athens different to mine and my local area?
Art / DT	<p align="center">Drawing</p> <ul style="list-style-type: none"> To investigate the properties of a range of pencils and record in their sketch books To observe light hitting an object eg a ball and note where the light/shadows fall. Use sketch book notes to decide which pencils to use to draw & shade this object. To investigate blending pastels and chalks by rubbing with fingers / sponges etc and record in sketch books To make observational drawings and apply shading using colour and tone to create a 3D effect To experiment with Sgraffito – colour a sheet of paper with dense wax crayon / pastel then cover with thick paint (mixed with fairy liquid) to investigate pattern and texture. When dried, scratch through paint with a sharp tool to reveal the colour below To evaluate their own work and that of others making comparisons and noting differences. To be able to express preferences explaining their thinking and suggesting improvements 	<p align="center">Food</p> <ul style="list-style-type: none"> Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). Follow instructions/recipes. Make healthy eating choices – use the <i>Eatwell plate</i>. Join and combine a range of ingredients. Explore seasonality of vegetables and fruit. Find out which fruit and vegetables are grown in countries/continents studied in Geography. <p align="center">Develop understanding of how meat/fish are reared/caught.</p>	<p align="center">Painting</p> <ul style="list-style-type: none"> Create colours beyond the primary and secondary ones Mix warm and cool colours Make colours lighter or darker without adding black / white Record their findings in their sketch books Experimenting with adding black or white to a colour to create different tones by making a colour lighter / darker Create wax resist paintings using candles and watercolour paint Studying pattern in art eg Gustav Klimt and Hundertwasser. Naming shapes, colours, patterns and creating own pictures using that style To evaluate their own work and that of others making comparisons and noting differences. To be able to express preferences explaining their thinking and suggesting improvements 		<p align="center">Textiles</p> <ul style="list-style-type: none"> To select resources from a range of different fabrics and yarns for a purpose To thread a needle (large eye!) & tie a knot To investigate dyeing fabrics with natural materials eg beetroot or onion skins. To apply colour through printing, painting etc to fabrics Record findings in sketch books To perform running stitch and cross stitch using a loosely woven fabric such as binca or hessian to create decorative objects eg bookmarks To experiment with weaving using a selection of threads, yarns and fabrics eg circular weaving on card looms To evaluate their own work and that of others making comparisons and noting differences. To be able to express preferences explaining their thinking and suggesting improvements 	<p align="center">Textiles</p> <ul style="list-style-type: none"> Develop vocabulary for tools materials and their properties. Understand seam allowance. Join fabrics using running stitch, over sewing, blanket stitch. Prototype a product using J cloths. Use prototype to make pattern. Explore strengthening and stiffening of fabrics. Explore fastenings (inventors?) and recreate some. Sew on buttons and make loops. <p align="center">Use appropriate decoration techniques</p>

RE How should we live our lives?	Hindu dharma Vishnu Rama and Sita Diwali	Christianity (God) The Bible Christian life – guided by wisdom, teachings and authority	Sikhism The 5 Ks Equality The Gurdwara	Christianity (Jesus) Jesus in the wilderness Lent Sacrifice	Islam The Five Pillars of Islam Ramadan	Christianity (Church) Parables Love for all
PSHE	What makes a family; features of family life. Personal boundaries; safely responding to others; the impact of hurtful behaviour. Recognising respectful behaviour; the importance of self-respect; courtesy and being polite		The value of rules and laws; rights, freedoms and responsibilities. How the internet is used; assessing information online. Different jobs and skills; job stereotypes; setting personal goals.		Health choices and habits; what affects feelings; expressing feelings. Toothcare. Personal strengths and achievements; managing and reframing setbacks. Risks and hazards; safety in the local environment and unfamiliar places.	
PE	OUTDOOR ADVENTURES To use a simple map of the playground or school fields to complete a course with eight to 12 controls. To check three or four controls and then return to base before finding the next ones. To repeat the task without using your voice using your own signal system To take part in some adventure games, eg cross a barrier or space using apparatus.		DANCE To explore actions such as travel, turn, gesture, jump, stillness To demonstrate dynamic qualities – speed, energy and continuity To use choreographic devices, motif, motif development and repetition. To structure a dance phrase showing a clear beginning, middle and end To show co-ordination, control, strength, focus, projection and musicality To demonstrate different relationships-mirroring, unison, canon, complementary and contrasting		ATHLETICS To use different styles of running of different distances To use pace and sustain their effort over longer distances To perform a combination of jumps e.g. hop, step, jump showing control and consistency. To explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) To throw with greater control and consistently hit a target with a range of implements	
Music	Let your Spirit Fly	Glock 1	Three little Birds	The Dragon Song	Glock 2	Reflect Rewind Replay
MFL	Bonjour! (Greetings) To greet people and say goodbye. To respond to the question 'How are you?' To answer the question 'what is your name?' To state what my friend's names are. To be polite.	Tout sur moi (All about me - family) To respond to the question 'how many brothers/ sisters do you have?' To talk about their family. To state the names of their family. To state the numbers 0 – 20.	Animaux (Animals – pets) To respond to the question 'do you have any pets?' To name some common animals. To describe the colour of the animals.	Célébrations (Celebrations – birthday) To state how old, they are. To recall the days of the week. To recognise the months of the year. To respond to the question 'when is your birthday?' To state when their friend's birthday is.	École (School – pencil case) To complete classroom instructions. To state what is in their pencil case. To spell out their name.	Encore (again!) To read, understand and sing a simple song/ story. (la famille souris - the mouse family) To review and revise the French they've learnt this year.