

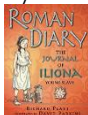
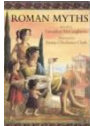
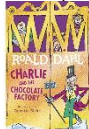
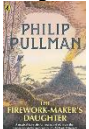




Yearly overview of skills

Year group: Year 3/4 Cycle A- 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Fantasy stories	Fantasy stories	Romans	Romans	States of matter	Light
Resources needed	Tie dye kits Plaster paris Clay Art supplies Roman Artefacts	Fabric/felt cushion padding Europe maps	Roman DLR	Roman DLR	Roman DLR	Roman DLR
Visit/Visitor	Binchester Roman Fort	Captain Chemistry	Italy Day!	Captain Chemistry		Captain chemistry
English Literature – text(s)	<p>The Lion , the witch and wardrobe- CS Lewis</p> 	<p>The Lion , the witch and wardrobe- CS Lewis</p> 	<p>Roman Diary-journal of Ilona, a young slave. By Richard Platt</p> 	<p>The Orchard Book of Roman Myths-Geraldine McCaughrean (Romulus and Remus)</p> 	<p>Charlie and the Chocolate Factory – Roald Dahl</p>  <p>(see STEM link for ideas that link text to Cross Curricula ideas)</p> <p>https://www.stem.org.uk/resources/community/collecion/357458/charlie-and-chocolate-factory-states-matter</p>	<p>The firework makers daughter –Pullman</p>  <p>(see STEM link for ideas that link text to Cross Curricula ideas)</p> <p>https://www.stem.org.uk/resources/community/collecion/354488/firework-makers-daughter-light</p>
Speaking and Listening	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>		<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	

Reading	develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context		drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction 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	
Writing	Narrative Recount Instructions Limericks		Narrative Explanation Report haiku		Narrative Discussion Persuasion Research a poet	
Vocabulary, Grammar and Punctuation	Year 3- Expanded noun phrases, revise year 2 punctuation, apostrophe for possession and contraction, use a and an, Present and past tense , commas in a list and conjunctions. Year 4 Conjunctions, adverbs, prepositions, inverted commas, present perfect, pronouns, possessive pronouns, fronted adverbials,		Year 3 Adverbs, prepositions, Speech marks and tense. Year 4 Apostrophe, Speech and noun phrases		Year 3 Nouns, paragraphs, headings/subheadings. Year 4 Standard English and paragraphs	
Spelling	Year 3 ey/ei Homophones/near homophones	Year 3 Suffix ly	Year 3 Suffixes ed/ing/er Prefix mis/dis	Year 3 Homophones/near homophones Prefix bi Que/ch	Year 3 Ending ary ou Word families	Year 3 Suffix -al Ending -sure/ture Silent letters
	Year 4 Prifix-in/im/il	Year 4 Sion/tion	Year 4 Ation	Year4 Sc/ce/ci	Year 4	Year 4 Suffix-ous

	Homophones/near homophones	ough	Plural apostrophe Prefix -sub	Word families	Prefix- inter/anti/auto/ex/non	adverbials
Mathematics	Number: Place value. Number: Addition and Subtraction	Number: Multiplication and Division Consolidation	Number: Multiplication and Division. Measurement: Length, Perimeter and Area. Number: Fractions	Number: Fractions Number: Decimals	Measurement: Money. Statistics Measurement: Time Properties of Shape.	Measurement: Mass and capacity. Position and Direction
Science	<i>Rocks</i>	<i>Animals including humans (4)</i>	<i>Living things and their habitats</i>	Investigations	States of Matter	Light
RE	Yea4 –People- The family of God in Scripture Year 4-Torah	Year 4- Building bridges- Sacramental topic Year 4 –Gift-God's gift of love and friendship in Jesus	Year 4 –Community- life in the local Christian community and ministries in the parish Year 4-Sacramental module . Celebrating The Mass	Year 4 Holy Books- Islam Year 4- Self discipline- Celebrating growth to new life (Lent/Easter)	Year 4-New Life- To hear and live the Easter message (pentecost) Year 4- Called- Confirmation: a call to witness. (Baptism/confirmation)	Universal church Year 4-God's People- Different saints show people what God is like.
History	Why did the Romans march through County Durham? NC ref: A Local history study Focus: Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past		What was daily life like for Romans? NC ref: The Roman Empire and its impact on Britain Focus: Key features of a global empire, chronology (duration) similarity and difference of experiences within the period, use of primary sources		What happened when the Romans left Britain? NC ref: Britain's settlement by the Anglo Saxons and Scots Focus: Key features of Anglo Saxon Britain, chronology, consequences and significance. Use of information texts and historian's interpretations.	
Geography		What can we discover about Europe? Places, features and people. Focus: land use, key human and physical features, and locations.		Why does Italy shake and roar? Bay of Naples. Focus: region in Europe, physical and human characteristics, tectonics. Compare to North East England.		Local fieldwork – school discretionary study. Suggested focus: coasts. What happens when the land meets the sea? NB: there is a plan that can be used on gateway – see information on planning on gateway
Computing (E-safety in PSHE)	<u>Online safety and digital literacy-</u> Cyber Detectives <u>Information Technology</u> Word	<u>Online safety and digital literacy-</u> Internet Legends <u>Information Technology</u> PowerPoint	<u>Online safety and digital literacy-</u> safer internet website <u>Information Technology</u> Publisher	<u>Online safety and digital literacy-</u> safe sites- Google lessons <u>Computer science</u> Microbits	<u>Online safety and digital literacy-</u> Media choices- common sense media. <u>Information Technology</u> Movie maker	<u>Online safety and digital literacy-</u> Power of words- online bullying. <u>Computer Science</u> Scratch
Art	Fantasy Stories Focus: To develop drawing, painting and printing skills by painting for pleasure, expressing their individual ideas and feelings		Romans Focus: To develop collage and textile skills through mosaics, look at pattern, shape, colour, size, cutting and position. Refine		States of Matter Focus: To develop sculpture skills using a range of media in more abstract form. Manipulate a range of media to form desired	

	through colour, shape, lines, texture, neatness etc. Using a range of media e.g. paint, pastel, chalk, water colour etc. to begin to layer work. To introduce dying fabrics e.g. tie dyeing, colour resist, marbling		drawing skills by planning, and designing a mosaic. Using a range of media, paper, printing, fabric, natural materials etc. Create a mosaic to your design. Compare past and present work. Evaluate outcomes.		effects showing shape, space and form. Use modelling tools to engrave media. To use a range of techniques to join and manipulate materials. To work carefully and safely adhering to safety rules.	
Design and Technology		Fantasy Stories Focus: To improve design, stitching, sewing, cutting and measuring skills by making a cushion to represent a fantasy story of your choice.		Romans Focus: To explore what the Romans ate and find recipes from their time. To plan, design and make a food product, safely and hygienically, using scales for measurements. To use tools safely and measure accurately.		Light Focus: To investigate different type of torch, their brightness, how they are made, how they operate, what their casing is like, comparing results, before designing, planning and making their own torch for a specific purpose, using an electrical circuit.
Music	Marching Music Study and objectives inspired by Tchaikovsky's March of the Toy Soldier, John Williams' Imperial March, Chopin's Funeral March, study of the orchestra		Animals A study of music from The Lion King, Composers including Sir Tim Rice, Sir Elton John and Hans Zimmer		Sacred Music Durham Cathedral, choral music, music for worship	
PE	<u>Athletics</u> Athletics unit <u>Swimming</u>	<u>Dance</u> Space unit <u>Swimming</u>	<u>Gymnastics</u> Bridges Unit <u>Swimming</u>	<u>Net/Wall games</u> Tennis unit <u>Swimming</u>	<u>Games</u> Striking and Fielding Cricket unit <u>Invasion Games</u> Basketball	<u>OAA</u> <u>Communication and Tactics unit</u> <u>Invasion games</u> Tag Rugby
PSHE	All around me.	Keeping healthy and safe	Mental health	Ten Ten Module 1	Ten Ten Module 2	Ten Ten Module 3
MFL	Recap transport	Recap French Food	Circle of life	Eurovision	weather	portraits